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ABSTRACT

The purpose of this report on the Concordia College Language Village is to: (1) describe one aspect of the assessment effort, a survey of foreign language teachers whose students had attended the Village; (2) provide demographics for the 899 teachers who responded to the survey; and (3) display and comment on the findings drawn from data collected. The procedure by which the study was conceptualized is traced, beginning with cooperative efforts at curriculum development involving language village deans and consultants; continuing with the development of a survey questionnaire; and concluding with a narrative and graphic report on the preliminary use of data for curriculum development. The teacher population is described graphically. Findings, which are detailed verbally and graphically, cover areas including classroom performance, satisfaction with the program, major benefits of the program, language-by-language analysis, and a demographic breakdown of teacher perception toward student achievement. Appendices include the questionnaire, item analysis of elements of the simulation and areas affecting performance, and additional comments made by teachers. (JB)

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CONCORDIA COLLEGE LANGUAGE VILLAGE ASSESSMENT: LEARNING FRENCH, GERMAN, RUSSIAN, SWEDISH, NORWEGIAN AND SPANISH IN EXPERIENTIAL SETTINGS

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April, 1978

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CONCORDIA COLLEGE LANGUAGE VILLAGE ASSISSMENT: LEARNING FRENCH, GERMAN, RUSSIAN, SWEDISH, NORWEGIAN AND SPANISH IN EXPERIENTIAL SETTINGS

Introduction

How does one assess the relative strengths and weaknesses of a program involving six villages, over 1800 students/campers per year, about 200 staff members, and make the information usable for thinking through future developments of the foreign language program?

Avec grand effort!

Mit grosser Schwierigkeit!

Med stort vanskelighet!

Med stora svårigheter!

¡Con mucha dificultad!

С большой трудностью!

The purpose of this report on the Concordia College Language Village program is three-fold: 1) to describe one aspect of a total assessment effort -- namely, a survey of local school teachers†; 2) to provide demographics for the group of teachers who responded to the survey (N=899); and 3) to display and comment on the findings drawn from data collected. The report is presented in outline form, in an effort to maximize data presentation and hold length to a minimum. The table of contents illustrates the variety of formats.

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†Other efforts include: a survey to parents, a survey to past villagers, an on-site visitation by language experts and parents, and a space utilization study.

I. How the study of six villages was conceptualized

Section I proceeds in three steps. First, it describes the delphi-like process through which language village deans, foreign language consultants, and local personnel (see credits page for a list of the participants) cooperatively designed a research instrument for administration to school teachers -- and subsequently, to parents and students. Secondly, section I describes the Public School Teacher Survey (see Appendix 1) and how it was administered to the teacher population. Finally, the section outlines some of the preliminary uses of the data for curriculum development.

A. Cooperative efforts at curriculum development

It should be noted that "the evaluation" of the language village program was intended from the beginning to be a vehicle for program/curriculum development, as opposed to the types of evaluation that attempt to separate "the sheep from the goats" or make pronouncements about the "good programs" and the "failing" ones. Therefore, starting in the earliest discussions with language village deans and in other meetings with language consultants, throughout data collection and analysis, attention focused on the large variety of efforts necessary to sustain such efforts: articulation of program objectives, creating schemes for curriculum development, building sound rationales for fund raising, and creating workshops for village deans and their staff. From the first, then, the assessment project has been conceived as a vehicle for taking a look at a program which has proven itself solvent, in order to determine where the total administration of the program might be

strengthened. Of primary interest to teachers of foreign languages, the study has been from the beginning an attempt to assess the feasibility of teaching languages in experientially-based programs, and, even more to the point, to explore ways by which the teaching of foreign languages might be encouraged among today's young people.

Curriculum development has responsibilities that reach in several directions; not the least of which is to the professional teacher of foreign languages. Since the teacher is central, therefore, the research strategy was to turn first of all to teachers locally involved with the students as they return to their classrooms after the summer village experience. The ten-page questionnaire described below solicited information about the effects of the language program on the students' ideas about foreign languages and other cultures and about the effects of the language program on the students' performance in the local classrooms. The major objectives of the program were explained to the teachers, and they were asked to respond to a number of questions regarding those objectives. The purpose of the following sections is to outline the process by which the research instrument was created, the rationale for surveying the teachers, and how the instrument was administered. As mentioned above, then, the entire report focuses on the perspectives of teachers who have had contact with the language village program -- a professional perspective not necessarily shared by parents nor the students themselves.

1) Meetings with language village deans

Programs -- even successful programs -- can operate for many years on leaders' tacit understandings of what their programs are doing. Research on these programs, however, must have something on paper. The earliest meetings with the deans, therefore, began with a general question -- what are you doing in your particular language villages? Drawing on group discussions and a technique modeled after the Rand Corporation's delphi technique, the deans were constantly asked to respond to each other's statements. Repeated mailings gave each dean an opportunity to indicate the priority for his/her own village for each of the several dozen emerging answers to the question about the dean's intentions for individual programs. Gradually, through a process that spanned about six months and a number of meetings and re-circulated papers, the deans crossed off items that they considered irrelevant to their particular efforts, elaborated comments which they found to be particularly acceptable, and returned their responses to the office of instructional research. The task of instructional research was two-fold: 1) to make sure that the emerging research instrument was capable of addressing the concerns that the deans were in the process of articulating, and 2) to make sure that the emerging instrument met the standards of the research profession.

Figure 1 provides a summary of the statements which gradually found consensus among the deans as descriptive of the types of efforts they were making in their individual programs. The earliest consensus reached was that the programs are designed as simulations of foreign countries, designed to maximize the contact between the

child and a variety of elements from the French, German, Spanish, Swedish, Norwegian, or Russian cultures. The deans also strongly

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FIGURE 1

STATEMENT OF THE PURPOSES OF THE LANGUAGE CAMPS: Overview

The Concordia College Langugage Villages are designed:

--to create a context for culture/language learning

--consistent with the actual foreign country

--with which young people can identify as young people

--which gives a positive experience toward four objectives:

1) language acquisition (especially oral skills
2) bicultural objectives
3) camping (an enjoyable experience away from home)
4) growth in interpersonal relations (living together with peers and counselors)

--which stimulates interest in further language and culture training including interest in travel to the foreign country.

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agreed that while simulation of a foreign culture was one of their major concerns, the simulation must include cultural, camping, and learning experiences to which the young people could respond as young people. Further elaborations of the information contained in Figure 1 are available upon request.

2) Meetings with the language consultants

Having reached a working consensus among the deans on the major purposes of the language village program, consultants knowledgeable of teaching foreign languages (see credits page) were brought into the process to critique and further elaborate the deans' statements. The consultants also provided direction for the larger research effort, conceptualizing how data could be pulled together from parents, students, and the on-site visits.

B. Survey of Public School Teachers: The Instrument

The research instrument which emerged from the above dialogue contained three sections. Part I of the questionnaire asked teachers to respond to eighteen items by which the deans and consultants characterized the foreign country simulation. Part II asked the teachers to respond to fifteen areas of performance relating to the villager's classroom performance in the local school. Part III solicited standard demographic information. The entire instrument was designed to take about 10 minutes to complete. Rationales for each of the three sections follow.

1) Elements of the Simulation

Since all the village deans subscribed to the idea that their programs were first of all an attempt to simulate an actual foreign country, the deans were asked to list the major elements in their simulations. By the time the villagers leave the program, they have been exposed to use of foreign currency, foreign foods and clothing, foreign architecture and activities and games conducted in a foreign language. The villagers have been given

foreign names upon entry into the "country"-- simulated using a "customs" procedure including use of passports and visas where applicable. At times the villagers have been required to speak in the foreign language in order to acquire necessities. (See appendix A Part I for a complete listing of the elements of the simulation.)

Teachers were asked to respond to the 18 elements representing the simulation indicating on a four-point Likert scale† how important they perceived each of the items to have been for those students from their schools who had attended the language village programs.

The logic behind the simulation questions was that if "something foreign" (i.e., different from home) is simulated, and if the differences prove to be important to the villagers, the villagers would likely carry back some of their impressions to their local classrooms and teachers would thereby have a basis for making some judgment about the importance of simulations to the returning villagers. The null-hypothesis was that the students would not talk about the elements of the program when they returned home and therefore teachers could only report that the elements either had no importance for the villagers or that the teachers would respond that they had no basis for using the Likert scale -- "no opportunity to observe."

2) Areas effecting classroom performance

Part II of the questionnaire employed the logic that to the extent that the village programs have an effect on the student's learning of a foreign language that teachers in the local

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†1=Of Very Great Importance, 2=Of Great Importance, 3=Of Some Importance, 4=Of No Importance, and 5=No Opportunity To Observe

classrooms would be the best source for giving a professional assessment of the impact of the program. Teachers were therefore asked to use a 5-point Likert scale† for comparing students in their classrooms who had attended the village program with those who had not. They were asked to respond to fifteen items such as interest in foreign language in general, ability in pronunciation, interest in reading current periodicals and literature by foreign authors, reading ability, knowledge of grammar, motivation to learn beyond what is covered in class, and eight more items (see Appendix A, Part II). The null-hypothesis was that when local teachers were asked to compare students who had attended the program with those who had not that they would report "no differences" between the classroom performances of the two groups. The reader should be aware of the limitations of a cross-sectional research instrument, and the possibility that the Hawthorne effect may skew the results to fit what the teachers have heard about the general goals of the program from promotional literature. It should be noted that only slightly modified questions are being sent to parents and to the villagers themselves in an effort to find corroborative evidence from additional perspectives.

Section III of the research instrument asked teachers for general demographic information in order to determine the representativeness of the respondent sample for making generalizations about the program. Questions included: grade levels in which the respondents teach foreign languages; the number of students in the school in which

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†1=Much Higher, 2=Somewhat Higher, 3=No Difference, 4=Somewhat Lower, 5=Much Lower.

they teach; the average size of their classes; and the languages they teach and levels taught. Teachers were also asked to respond to several questions to determine the extent of contact they have had with students from the language villages; how many students they have taught who have participated village-by-village; from which of the village programs they have had students. Respondents were also asked to indicate any levels of participation as staff members, participants in teacher weekends, their own participation as villagers, or attending with their students.

A next-to-final copy of the survey instrument was pilot tested among local teachers in the Fargo-Moorhead area, and subjected to final approval of the deans, consultants, and Concordia personnel. Business reply materials were enclosed for the teacher's convenience. Returns were anonymous, each partipant being asked not to include his/her name anywhere on the survey, even though a "return address" appeared on the business reply envolope to facilitate reminders.

The survey was sent to 4500 teachers predominately in the states of Minnesota, North Dakota, South Dakota, Wisconsin, and Montana.

Reasoning that many teachers in the five states would have only small knowledge of the language village program, teachers were given two alternatives for responding. Figure 2 illustrates a business reply postcard which teachers were invited to use, particularly if they had indicated that they had "no knowledge" of the program or that they had "only heard" of the program, and thereby felt that they could not fill out the questionnaire.

A total of 899 teachers responded to the four-page questionnaire (rate of return 20.0%). Seventeen respondents said that they had no knowledge of the program; 514 (57.2%) reported that they had "only heard" of the program. The remainder of the respondents returned a completed questionnaire. The total number of usable survey instruments was therefore 327. Data was stored on Memorex/IV, 6250 BPI tape at the North Dakota State University computer center, and analyzed using Statistical Analysis Systems (SAS) computer programming.

FIGURE 2

SURVEY OF PUBLIC SCHOOL TEACHERS
Concordia College Language Villages
Spring, 1977

Check all that apply.

1. ___I have no knowledge of the Language Village Programs
2. ___I have only *heard* of the Language Village Programs
3. I have participated in the programs (check all that apply)
   - ___as a staff member in the summer programs
   - ___as a staff member in the mini programs
   - ___as a participant in the teacher weekends
   - ___as a villager
   - ___by attending with my students
   - ___other_____
4. I have had students from my classes who have attended:
   - a. ___mini programs
   - b. ___summer programs

Note: If you checked *either 4a or 4b*, would you please fill out the enclosed questionnaire, and return both this card and the questionnaire in the business reply envelope? If you checked *both 4a and 4b*, please focus as much as you can *only on the summer programs* while filling out the survey. Thanks.

C. Preliminary uses of data for curriculum development

"Final reports" are in many ways anathema to ongoing dialogues about programs and to program development, particularly if they give the impression that everything has been discovered that can be discovered about the object under study. In an effort to keep alive the dialogue that had started almost a year earlier, in August, 1977, all the deans, consultants, and Concordia staff received graphic depictions of the data drawn from particular villages. Later all participants received frequency distributions, means and standard deviations, ranges and other information. Each participant was invited to submit questions, hypotheses, preliminary observations, in order to determine what information each person would need to clarify further concerns. The requests were formulated for computer analysis, and responses returned to the individual.

In other meetings with the language village deans, the data was used to plan workshops for the coming year for themselves and for their staff. The following turned out to be the areas for which there was highest priority for group attention:

1) Activities/games/sporting events conducted in a foreign language.

2) Evening programs in a foreign language (slides, movies, skits, stories).

3) Observence of foreign festive occasions/holidays.

It is anticipated that this report itself will provide further information, from which the dialogue and subsequent re-thinking of the whole process of learning foreign languages in experiential settings might proceed.

II. Description of the Teacher Population (N=899)

The purpose of this section is three-fold: 1) to provide the reader with the basis on which the office of instructional research made the judgment that the group of respondents was sufficiently representative to make some assessment of the teaching of foreign languages in experientially-based settings; 2) to give the reader a chance to examine the conditions under which he/she might make generalizations from the data to teachers in similiar circumstances. For example, it is safe to make some generalizations from the analysis of data contained in the report about how high school teachers of French who have not yet participated in the program might respond if they were to participate, since 114 of the respondents (23.7%) teach French in high schools, (see Figure 3), but it would be extremely hazardous, if not outright erroneous, to make any statements from the data about how teachers of French in the elementary grades might respond to the program, since only 4 respondents (.83%) reported that they teach at the elementary levels (see Figure 3). 3) The third purpose for describing the teacher population is to provide a basis from which readers might address their specific requests for further analysis/information. If, for example, a reader wants to determine how satisfactorily the program serves teachers in school of over 2000 students, a quick check using Figure 4 indicates that the thirty-two respondents who teach in schools of that size are so few (8.4%) that it would be necessary to order a special computer run to sort out those respondents in order to analyze the response patterns from their perspectives alone. The

third purpose of this section, therefore, is an invitation for readers to submit their questions, where information is inadequately presented. The dialogue continues.

Since the information included in the following pages could be expanded to 30-50 pages of narative -- and dull narrative at that! -- what follows is reported in a figure-by-figure format in order to offer the reader an "index" for determining how far implications of the study might be pushed before they become nonsensical and for determining more specific questions for individualized interests. The figures contain information about the size schools from which the teachers come; the average size of the respondents' foreign language classes; grade levels at which languages are taught; in which of the five villages respondents' returning students have participated; the types and amount of contact with students on which the teachers are basing their knowledge of the villages. All data in the figures has been sorted by language to facilitate individuals' interests. The figures also indicate the amount and types of teacher participation in the villages and the amount of contact with the various types of programs.

FIGURE 3

GRADE LEVELS TAUGHT (N=324)*

(REPORTED IN FREQUENCY AND PERCENTAGE BY LANGUAGE)

FREQUENCY PERCENT ROW PCT COL PCT	FRENCH	GERMAN	NORWEGA	RUSSIAN	SPANISH	SWEDISH	TOTAL
ELEMENTARY SCHOOL	4 .83 66.67 1.80	2 .41 33.33 1.29	0 . . .	0 . . .	0 . . .	0 . . .	6 1.24
JUNIOR HIGH SCHOOL	104 21.62 48.60 46.84	61 12.68 28.50 39.35	3 .62 1.40 33.33	1 .20 .47 33.33	44 9.14 20.56 48.35	1 .20 .47 100.00	214 44.49
SENIOR HIGH SCHOOL	114 23.70 43.68 51.35	92 19.12 35.25 59.35	6 1.24 2.30 66.67	2 .41 .77 66.67	47 9.77 18.01 51.64	0 . . .	261 54.26
TOTAL	222 46.15	155 32.22	9 1.87	3 .62	91 18.91	1 .2	481 100.00

*NOTE: THE NUMBER OF RESPONSES IS INFLATED SINCE SOME TEACHERS TEACH MORE THAN ONE GRADE LEVEL.

FIGURE 4

RESPONSES TO THE QUESTION:
"WHAT IS THE NUMBER OF STUDENTS IN THE SCHOOL IN WHICH YOU TEACH?"

(REPORTED IN FREQUENCY AND PERCENTAGE BY LANGUAGE)

FREQUENCY / PERCENT / ROW PCT / COL PCT	FRENCH	GERMAN	NORWEGA	RUSSIAN	SPANISH	SWEDISH	TOTAL
UNDER 100 STUDENTS	7	7	0	0	1	0	15
	1.84	1.84	0.00	0.00	0.26	0.00	3.94
	46.67	46.67	0.00	0.00	6.67	0.00	
	3.93	5.88	0.00	0.00	1.37	0.00	
100- 500 STUDENTS	31	24	2	1	15	0	73
	8.14	6.30	0.52	0.26	3.94	0.00	19.16
	42.47	32.88	2.74	1.37	20.55	0.00	
	17.42	20.17	25.00	50.00	20.55	0.00	
501- 1000 STUDENTS	55	22	0	1	24	1	103
	14.44	5.77	0.00	0.26	6.30	0.26	27.03
	53.40	21.36	0.00	0.97	23.30	0.97	
	30.90	18.49	0.00	50.00	32.88	100.00	
1001- 1500 STUDENTS	34	33	2	0	18	0	87
	8.92	8.66	0.52	0.00	4.72	0.00	22.83
	39.08	37.93	2.30	0.00	20.69	0.00	
	19.10	27.73	25.00	0.00	24.66	0.00	
1501- 2000 STUDENTS	41	19	2	0	9	0	71
	10.76	4.99	0.52	0.00	2.36	0.00	18.64
	57.75	26.76	2.82	0.00	12.68	0.00	
	23.03	15.97	25.00	0.00	12.33	0.00	
OVER 2000 STUDENTS	10	14	2	0	6	0	32
	2.62	3.67	0.52	0.00	1.57	0.00	8.40
	31.25	43.75	6.25	0.00	18.75	0.00	
	5.62	11.76	25.00	0.00	8.22	0.00	
TOTAL	178	119	8	2	73	1	381
	46.72	31.23	2.10	0.52	19.16	0.26	100.00

FUGURE 5

RESPONSES TO THE QUESTION:
"WHAT IS THE AVERAGE SIZE OF YOUR FOREIGN LANGUAGE CLASSES?"

(REPORTED IN FREQUENCY AND PERCENTAGE BY LANGUAGE)

FREQUENCY / PERCENT / ROW PCT / COL PCT	FRENCH	GERMAN	NORWEGA	RUSSIAN	SPANISH	SWEDISH	TOTAL
1 - 4 STUDENTS	0 0.00 0.00 0.00	1 0.26 100.00 0.83	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.26
5 - 9 STUDENTS	9 2.33 47.37 4.92	8 2.07 42.11 6.67	0 0.00 0.00 0.00	1 0.26 5.26 50.00	1 0.26 5.26 1.37	0 0.00 0.00 0.00	19 4.91
10 - 14 STUDENTS	35 9.04 55.56 19.13	19 4.91 30.16 15.83	1 0.26 1.59 12.50	0 0.00 0.00 0.00	8 2.07 12.70 10.96	0 0.00 0.00 0.00	63 16.28
15 - 19 STUDENTS	47 12.14 41.59 25.68	38 9.82 33.63 31.67	3 0.78 2.65 37.50	0 0.00 0.00 0.00	25 6.46 22.12 34.25	0 0.00 0.00 0.00	113 29.20
20 - 24 STUDENTS	68 17.57 52.71 37.16	42 10.85 32.56 35.00	3 0.78 2.33 37.50	1 0.26 0.78 50.00	14 3.62 10.85 19.18	1 0.26 0.78 100.00	129 33.33
OVER 25 STUDENTS	24 6.20 38.71 13.11	12 3.10 19.35 10.00	1 0.26 1.61 12.50	0 0.00 0.00 0.00	25 6.46 40.32 34.25	0 0.00 0.00 0.00	62 16.02
TOTAL	183 47.29	120 31.01	8 2.07	2 0.52	73 18.86	1 0.26	387 100.00

FIGURE 5

RESPONSES TO THE QUESTION:
"IN WHICH OF THE FOLLOWING LANGUAGE VILLAGE PROGRAMS HAVE YOUR STUDENTS PARTICIPATED?"
(REPORTED IN FREQUENCY AND PERCENTAGE BY LANGUAGE)

FREQUENCY / PERCENT / ROW PCT / COL PCT	FRENCH	GERMAN	NORWEGA	RUSSIAN	SPANISH	SWEDISH	TOTAL
ONE WEEK	30	17	2	0	10	0	59
	5.43	3.07	.36	.	1.81	.	10.68
	50.85	28.81	3.39	.	16.95	.	
	10.86	10.11	12.50	.	11.76	.	
TWO WEEKS	82	60	6	2	31	0	181
	14.85	10.86	1.08	.36	5.61	.	32.78
	45.30	33.15	3.31	1.10	17.13	.	
	29.71	35.71	37.50	33.33	36.47	.	
CREDIT	32	17	3	2	5	0	59
	5.79	3.07	.54	.36	.90	.	10.68
	54.24	28.81	5.08	3.39	8.70	.	
	10.80	10.11	18.75	33.33	5.88	.	
ABROAD	28	10	3	1	4	0	46
	5.07	1.81	.54	.18	.72	.	8.33
	60.87	21.74	6.52	2.17	8.70	.	
	10.14	5.95	18.75	16.66	4.70	.	
MINI PROGRAM	104	64	2	1	35	1	207
	18.84	11.59	.36	.18	6.34	.18	37.50
	50.24	30.92	.97	.48	16.91	.48	
	37.68	38.09	12.50	16.66	41.17	100.00	
TOTAL	276	168	16	6	85	1	552
	50.00	30.43	2.89	1.08	15.39	.18	100.00

III. Findings

A. General

1) Elements of the Simulation

As reported above, one of the major objectives of the language village program is to simulate a foreign environment. The research project has been an attempt to determine from the perspectives of the local school teachers the relative strengths and weaknesses of that simulation. An analysis of the responses indicated that students do not respond to all of the elements of the simulation equally, even though none of the eighteen elements in the simulation fell below a mean of 2.75 on a four-point Likert scale.† From the perspective of the teachers, therefore, it is safe to conclude that all elements in the simulation stand somewhere above "of some importance".

Since respondents clustered toward the high importance end of the scale, the eighteen items have been ranked utilizing means and divided into quarters in order to visualize the importance of each of the items in relation to the others. The items with means approaching "of very great importance" have been labeled appropriately as have those which the respondents where relatively less important to the villagers in their schools. The top ranking items (as shown in Figure 7) were: speaking a foreign language; being required to speak a foreign language to acquire necessities; participating in activities, games and sporting events conducted in

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†1=Of Very Great Importance, 2=Of Great Importance, 3=Of Some Importance, 4=Of No Importance, and 5=No Opportunity To Observe

FIGURE 7

MOST IMPORTANT TO LEAST IMPORTANT ELEMENTS IN THE LANGUAGE VILLAGE SIMULATION

ITEMS RANKED IN ORDER OF DESCENDING IMPORTANCE UTILIZING MEANS

VARIABLE	N	MEAN	STD_DEV	RANK
QUARTER=MOST IMPORTANT ELEMENTS				
SPEAKING A FOREIGN LANGUAGE	364	1.21154	0.477342	1
SPEAK FOREIGN LANG - ACQUIRE NECESSITIES	366	1.27869	0.581858	2
ACQUAINTED - NATIVES OF FOREIGN COUNTRY	362	1.37569	0.624757	3
ACTIVITIES CONDUCTED IN FOREIGN LANGUAGE	360	1.53889	0.695099	4
QUARTER=MIDDLE-TO-MOST IMPORTANT				
EVENING PROGRAMS IN FOREIGN LANGUAGE	355	1.62254	0.715881	5
TABLE CUSTOMS/HABITS/MANNERS	350	1.78857	0.761454	6
FOREIGN FOODS	360	1.79444	0.725172	7
CUSTOMS PROCEDURES	355	1.85634	0.822826	8
VISUAL STIMULI	356	1.85955	0.729610	9
QUARTER=MIDDLE-TO-LOW IMPORTANCE				
USE OF FOREIGN CURRENCY	351	1.86040	0.759999	10
FOREIGN GESTURES	345	1.98261	0.845466	11
OBSERVANCE OF FOREIGN HOLIDAYS	298	2.00336	0.776326	12
BOOKS/MAGAZINES IN FOREIGN LANGUAGE	345	2.03768	0.782271	13
BEING GIVEN A FOREIGN NAME	359	2.08357	0.880409	14
QUARTER=LEAST IMPORTANT ELEMENTS				
INTERANTIONAL DAY	237	2.11392	0.838492	15
IMPORTED CANDY/SNACKS/SOUVENIRS	355	2.18873	0.847654	16
ELEMENTS OF CLOTHING	350	2.28857	0.771732	17
ARCHITECTURE	311	2.75241	0.753349	18

a foreign language, and having evening programs, such as slides, movies, skits and stories, in a foreign language.

2) Areas effecting classroom performance

The second objective of the research instrument was to determine the effects that attending the language villages might have on the local classroom performance. Figure 8 illustrates how the teachers responded to the fifteen items included as areas where the village program might have an effect on the classroom. In the same fashion as the simulation ranking, items have been ranked utilizing means and labeled appropriately. Figure 8 illustrates that teachers noticed the greatest difference between villagers and non-villagers in the area of interest in foreign language study in general; knowledge of the cultural background and people; motivation to learn beyond what was covered in class; and their ability to comprehend the spoken language and enthusiasm for the people of another country. Teachers perceived the smallest difference between villagers and non-villagers in the areas of grammar; interest in reading current periodicals and literature by foreign authors; and reading ability.

3) General satisfaction with program

When asked, "In general, from your experience, how would you rate the language village program?" teachers responded favorably with a mean of 1.56 on a 6-point Likert scale on which 1 was "very satisfactory" and 6 was "very unsatisfactory."

FIGURE 8

GREATEST TO LEAST EFFECT ON CLASSROOM PERFORMANCE

ITEMS RANKED IN ORDER OF DESCENDING IMPORTANCE UTILIZING MEANS

VARIABLE	N	MEAN	STD_DEV	RANK
QUARTER=MOST IMPORTANT ELEMENTS				
INTEREST IN FOREIGN LANGUAGE	334	1.49102	0.603973	1
USE LANGUAGE IN CLASSROOM	335	1.66567	0.657875	2
KNOWLEDGE/CULTURAL BACKGROUND/PEOPLE	331	1.70393	0.634811	3
QUARTER=MIDDLE-TO-MOST IMPORTANT				
LEARN BEYOND WHAT IS COVERED IN CLASS	333	1.75976	0.655792	4
ABILITY TO COMPREHEND - SPOKEN LANGUAGE	332	1.76205	0.627183	5
ENTHUSIASM FOR PEOPLE OF ANOTHER COUNTRY	332	1.79217	0.692340	6
READINESS TO LEARN NEW MATERIAL	332	1.86446	0.679658	7
QUARTER=MIDDLE-TO-LOW IMPORTANCE				
ABILITY TO EXPRESS HIM/HERSELF FLUIDLY	331	1.98489	0.644145	8
ABILITY IN PRONUNCIATION	333	2.03904	0.677728	9
TAKING RESPONSIBILITY FOR LEARNING	326	2.07975	0.683715	10
INTEREST IN CURRENT FOREIGN AFFAIRS	325	2.26154	0.738637	11
QUARTER=LEAST IMPORTANT ELEMENTS				
READING ABILITY	330	2.39697	0.703869	12
READING LITERATURE BY FOREIGN AUTHORS	325	2.45231	0.721176	13
KNOWLEDGE OF GRAMMAR	333	2.53754	0.695902	14
KNOWLEDGE OF SPELLING	329	2.63222	0.611123	15

4) Major ingredients of the experientially-based language program

Studying Figures 7 and 8 makes it possible to conclude, on the basis of what teachers perceive in local school settings, what are the major dimensions of the Concordia College language village program -- including the major "payoffs" for the child, for the teachers, and for parents. These figures should enable parents and teachers to decide whether or not this particular program matches what they hold important in the area of exposure to other cultures.

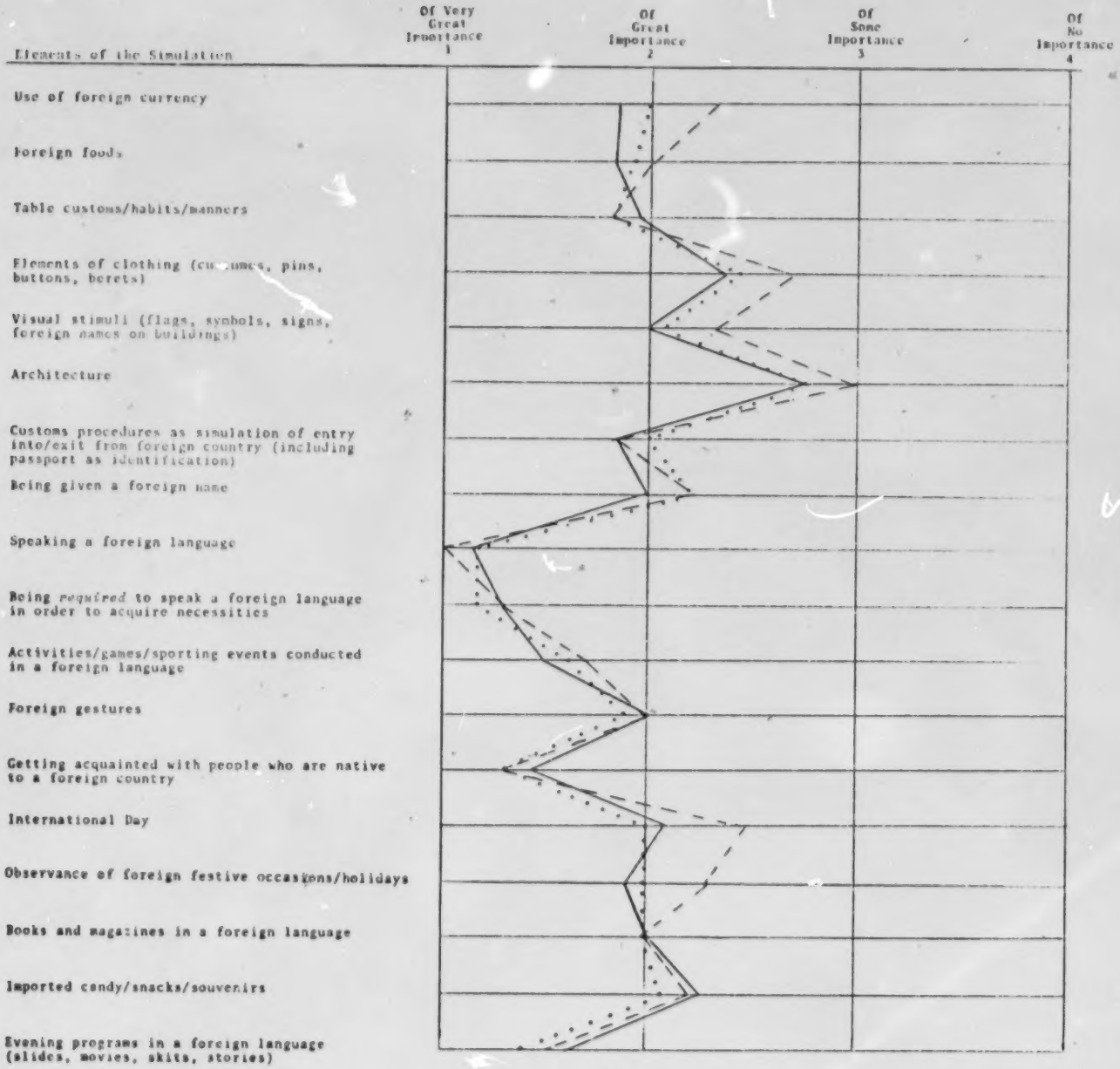
B. Language-by-language analysis

The following twelve pages provide graphic depictions of the local school teachers' responses -- language village by language village. The first step in the analysis was to calculate the means for each item in Parts I and II of the instrument for all villages as a group. The "average response" for the total group (N=342) is reported using a solid line in the graph (———). The second step was to compare each village with the combined group, and that set of means is reported with a broken line (------). It should be noted that there was only one teacher who responded that he/she taught Swedish. That person's response has been supplemented by the responses of teachers of other languages who reported knowing students who have attended the Swedish village program. The Norwegian village has been given the same treatment, since the number of Norwegian respondents was only 7, except in this case the means are also displayed for the 7 respondents.

The twelve graphs are included as prompters for further questions by readers who are interested in particular language villages.

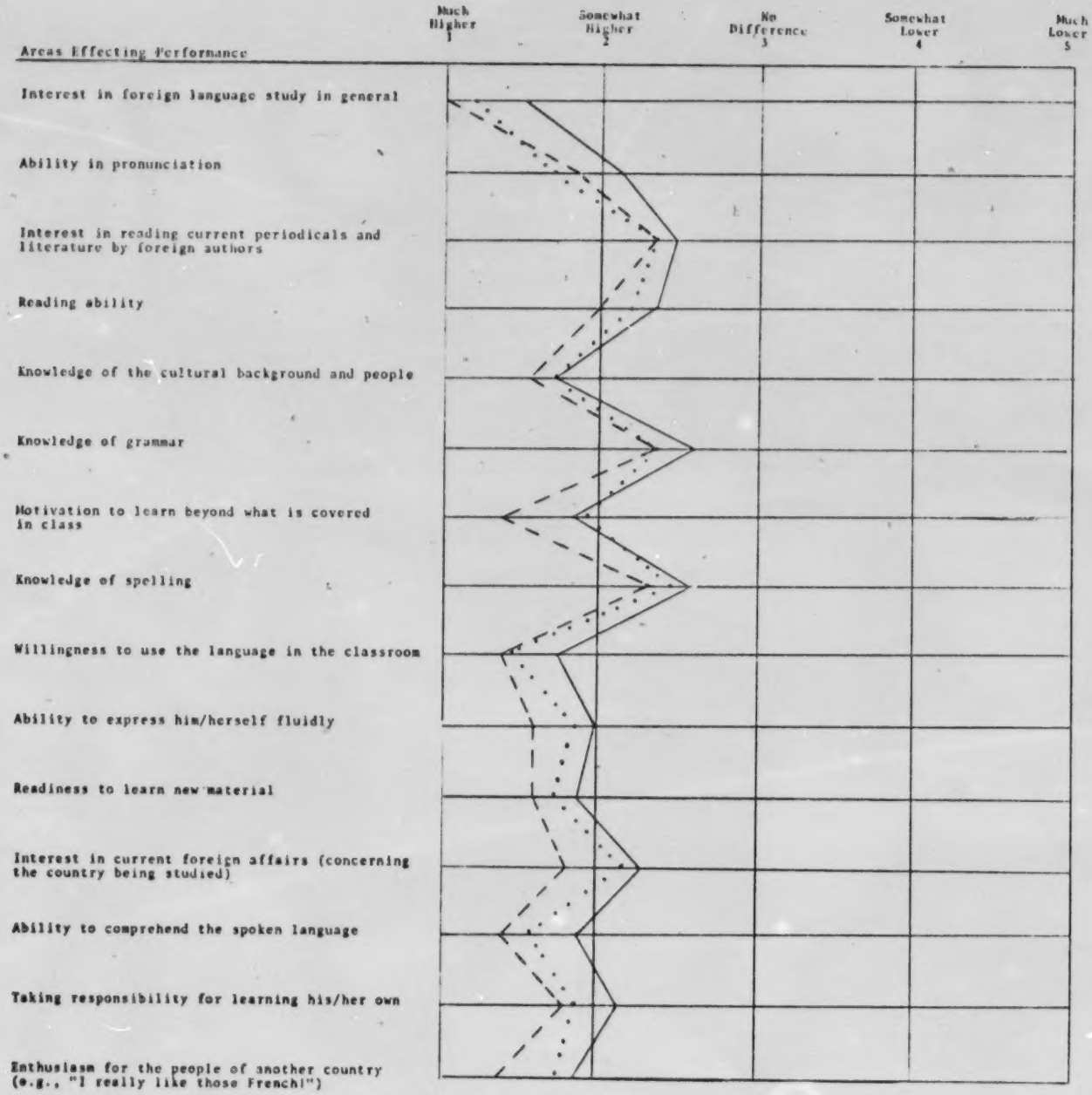
GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "ELEMENTS OF THE SIMULATION" RESPONSES FOR THE NORWEGIAN LANGUAGE VILLAGE (N=7)

(utilizing means)


Elements of the Simulation
Of Very Great Importance 1
Of Great Importance 2
Of Some Importance 3
Of No Importance 4
Use of foreign currency
Foreign foods
Table customs/habits/manners
Elements of clothing (costumes, pins, buttons, berets)
Visual stimuli (flags, symbols, signs, foreign names on buildings)
Architecture
Customs procedures as simulation of entry into/exit from foreign country (including passport as identification)
Being given a foreign name
Speaking a foreign language
Being required to speak a foreign language in order to acquire necessities
Activities/games/sporting events conducted in a foreign language
Foreign gestures
Getting acquainted with people who are native to a foreign country
International Day
Observance of foreign festive occasions/holidays
Books and magazines in a foreign language
Imported candy/snacks/souvenirs
Evening programs in a foreign language (slides, movies, skits, stories)
Key: ——Mean All Languages (N=324)
– – –Mean Norwegian Teachers (N=7)
·····Mean Norwegian and others familiar with Norwegian campers (N=22)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "AREAS EFFECTING PERFORMANCE" RESPONSES FOR THE NORWEGIAN LANGUAGE VILLAGE (N=7)

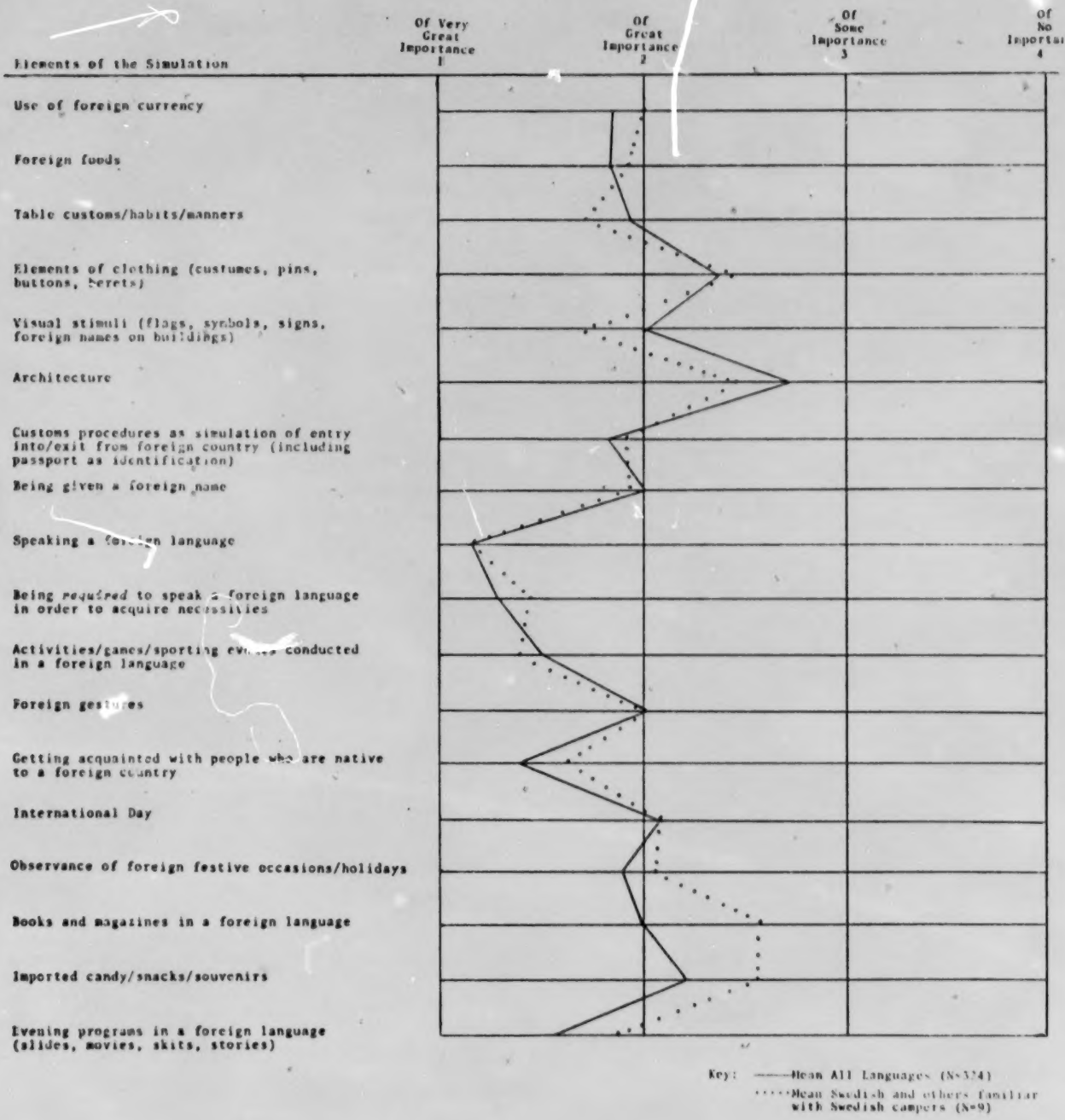
(utilizing means)


Much Higher 1
Somewhat Higher 2
No Difference 3
Somewhat Lower 4
Much Lower 5
Areas Effecting Performance
Interest in foreign language study in general
Ability in pronunciation
Interest in reading current periodicals and literature by foreign authors
Reading ability
Knowledge of the cultural background and people
Knowledge of grammar
Motivation to learn beyond what is covered in class
Knowledge of spelling
Willingness to use the language in the classroom
Ability to express him/herself fluidly
Readiness to learn new material
Interest in current foreign affairs (concerning the country being studied)
Ability to comprehend the spoken language
Taking responsibility for learning his/her own
Enthusiasm for the people of another country (e.g., "I really like those French!")

Key: ——Mean All Languages (N 324)
– – –Mean Norwegian Teachers (N=7)
·····Mean Norwegian and others familiar with Norwegian campers (N=25)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "ELEMENTS OF THE SIMULATION" RESPONSES FOR THE SWEDISH LANGUAGE VILLAGE (N=9)

(utilizing means)


Elements of the Simulation
Of Very Great Importance 1
Of Great Importance 2
Of Some Importance 3
Of No Importance 4
Use of foreign currency
Foreign foods
Table customs/habits/manners
Elements of clothing (costumes, pins, buttons, berets)
Visual stimuli (flags, symbols, signs, foreign names on buildings)
Architecture
Customs procedures as simulation of entry into/exit from foreign country (including passport as identification)
Being given a foreign name
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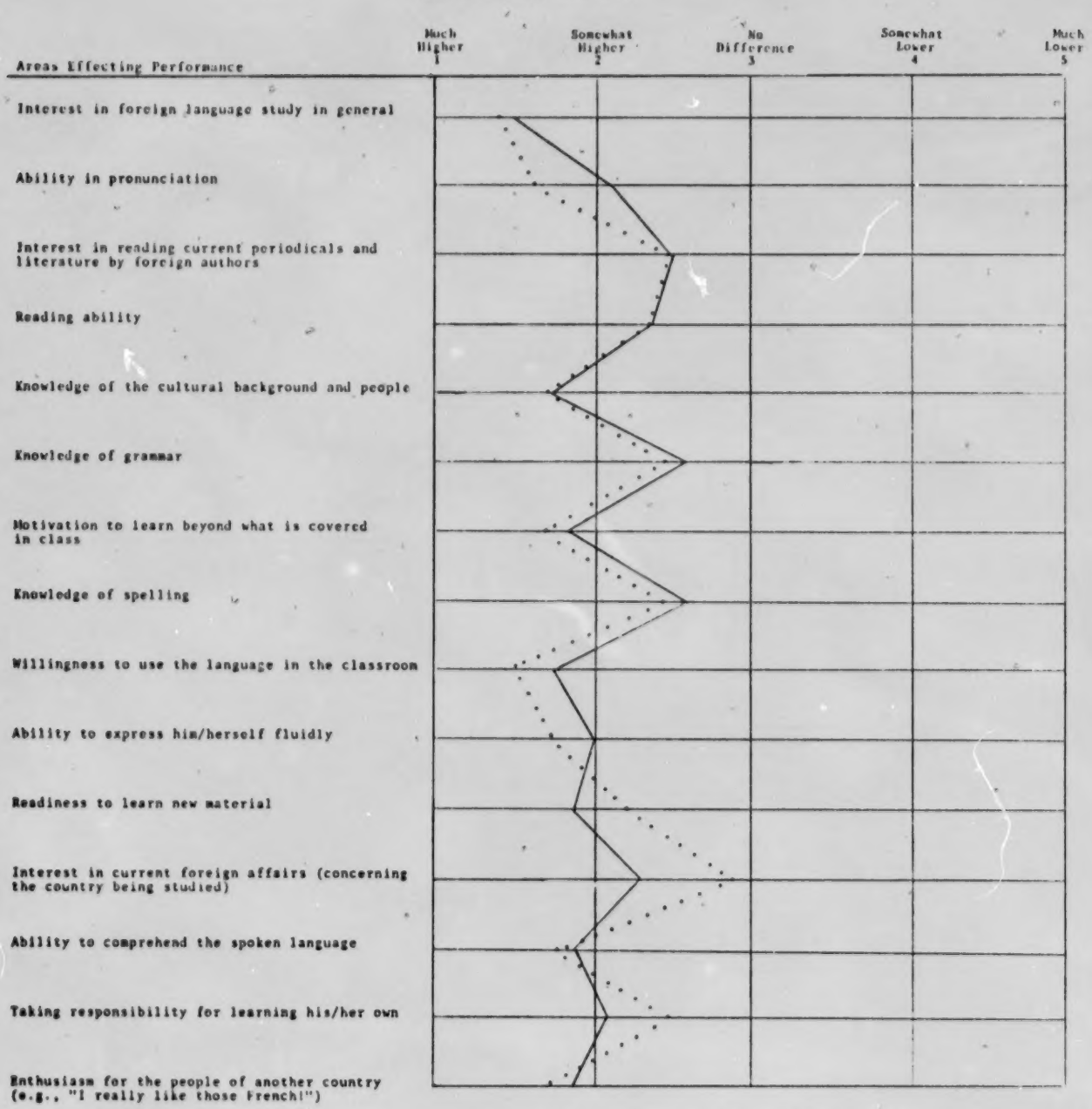
Being required to speak a foreign language in order to acquire necessities
Activities/games/sporting events conducted in a foreign language
Foreign gestures
Getting acquainted with people who are native to a foreign country
International Day
Observance of foreign festive occasions/holidays
Books and magazines in a foreign language
Imported candy/snacks/souvenirs
Evening programs in a foreign language (slides, movies, skits, stories)

Key: ——Mean All Languages (N=324)
·····Mean Swedish and others familiar with Swedish campers (N=9)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "AREAS EFFECTING PERFORMANCE" RESPONSES FOR THE SWEDISH LANGUAGE VILLAGE (N=9)

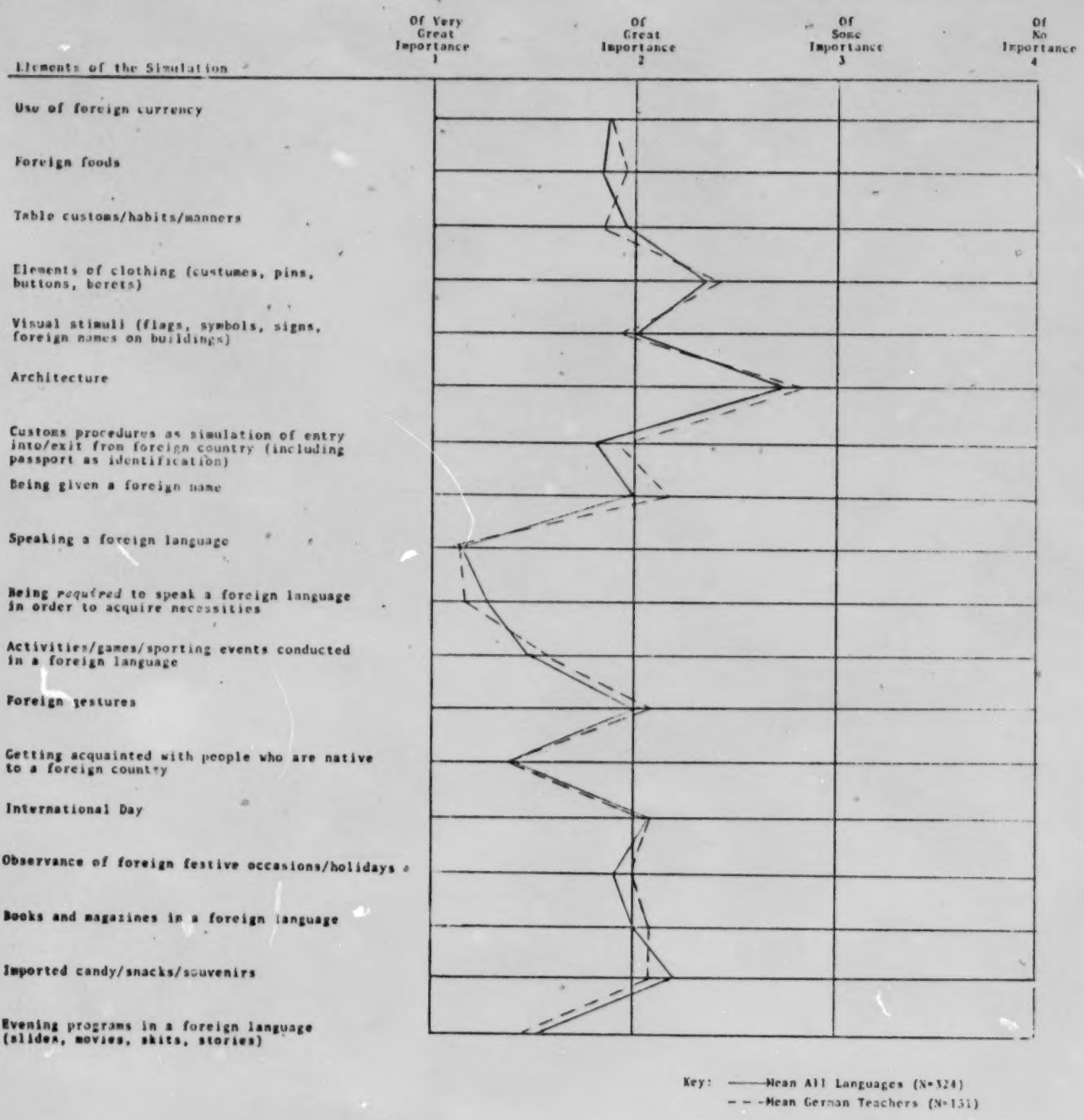
(utilizing means)


Much Higher 1
Somewhat Higher 2
No Difference 3
Somewhat Lower 4
Much Lower 5
Areas Effecting Performance
Interest in foreign language study in general
Ability in pronunciation
Interest in reading current periodicals and literature by foreign authors
Reading ability
Knowledge of the cultural background and people
Knowledge of grammar
Motivation to learn beyond what is covered in class
Knowledge of spelling
Willingness to use the language in the classroom
Ability to express him/herself fluidly
Readiness to learn new material
Interest in current foreign affairs (concerning the country being studied)
Ability to comprehend the spoken language
Taking responsibility for learning his/her own
Enthusiasm for the people of another country (e.g., "I really like those French!")

Key: ——Mean All Languages (N=324)
·····Mean Swedish and others familiar with Swedish campers (N=9)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "ELEMENTS OF THE SIMULATION" RESPONSES FOR THE GERMAN LANGUAGE VILLAGE (N=131)

(utilizing means)


Of Very Great Importance 1
Of Great Importance 2
Of Some Importance 3
Of No Importance 4
Elements of the Simulation
Use of foreign currency
Foreign foods
Table customs/habits/manners
Elements of clothing (costumes, pins, buttons, berets)
Visual stimuli (flags, symbols, signs, foreign names on buildings)
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Customs procedures as simulation of entry into/exit from foreign country (including passport as identification)
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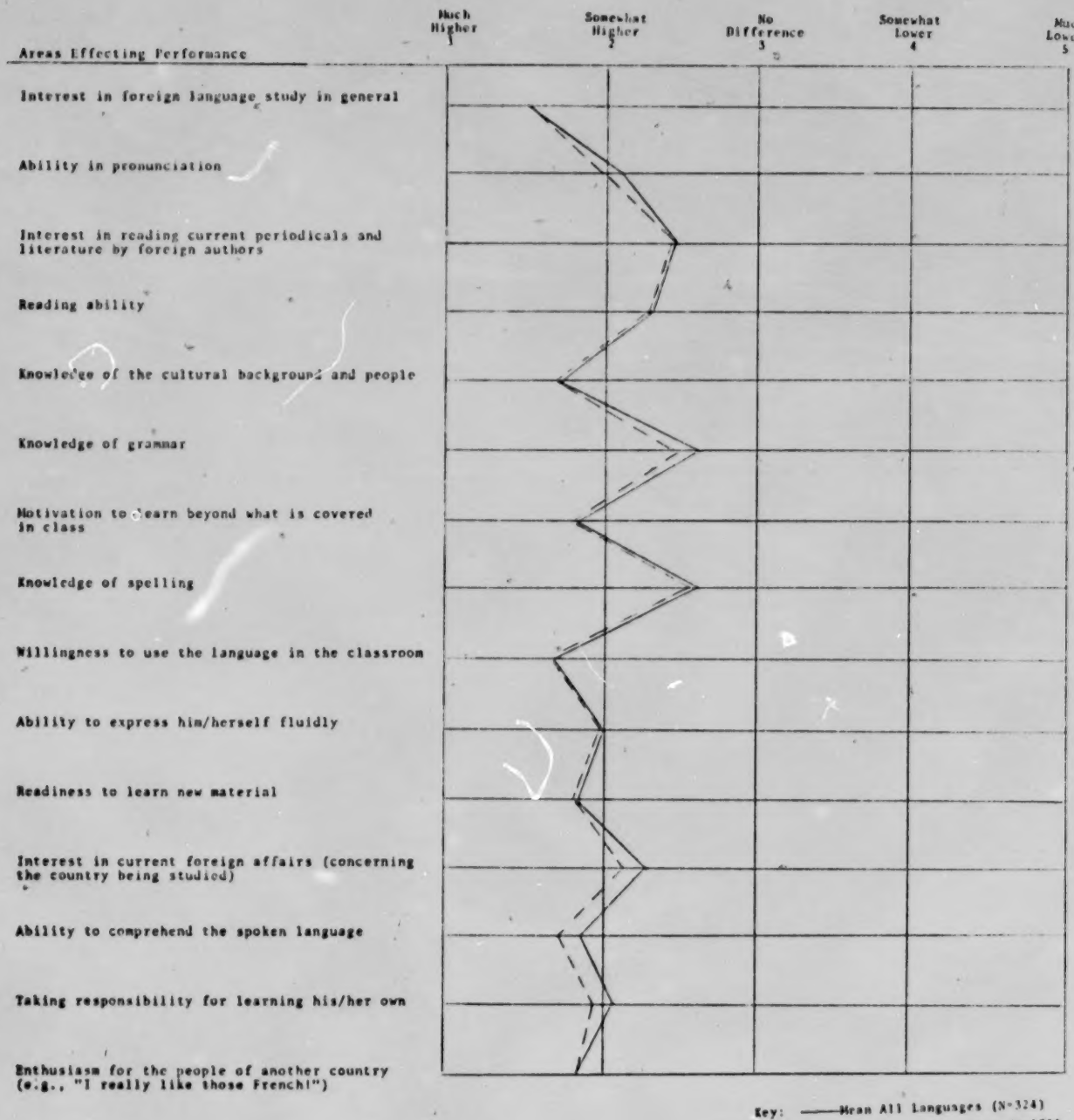
Activities/games/sporting events conducted in a foreign language
Foreign gestures
Getting acquainted with people who are native to a foreign country
International Day
Observance of foreign festive occasions/holidays
Books and magazines in a foreign language
Imported candy/snacks/souvenirs
Evening programs in a foreign language (slides, movies, skits, stories)
Key: ——Mean All Languages (N=324)
– – –Mean German Teachers (N=131)

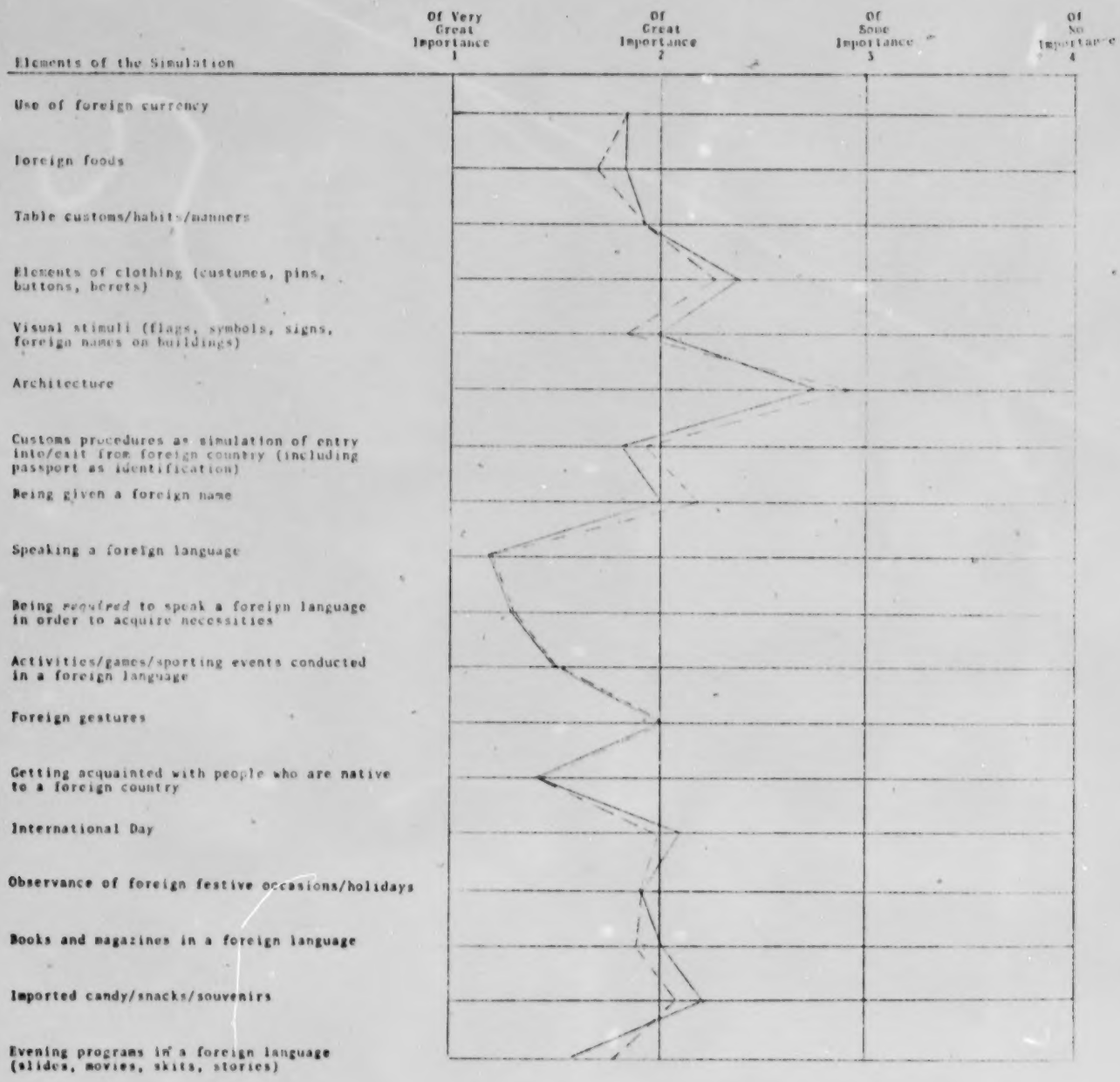
GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "AREAS EFFECTING PERFORMANCE" RESPONSES FOR THE GERMAN LANGUAGE VILLAGE (N=131)

(utilizing means)


Much Higher 1
Somewhat Higher 2
No Difference 3
Somewhat Lower 4
Much Lower 5
Areas Effecting Performance
Interest in foreign language study in general
Ability in pronunciation
Interest in reading current periodicals and literature by foreign authors
Reading ability
Knowledge of the cultural background and people
Knowledge of grammar
Motivation to learn beyond what is covered in class
Knowledge of spelling
Willingness to use the language in the classroom
Ability to express him/herself fluidly
Readiness to learn new material
Interest in current foreign affairs (concerning the country being studied)
Ability to comprehend the spoken language
Taking responsibility for learning his/her own
Enthusiasm for the people of another country (e.g., "I really like those French!")
Key: ——Mean All Languages (N=324)
– – –Mean German Teachers (N=131)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "ELEMENTS OF THE SIMULATION" RESPONSES FOR THE FRENCH LANGUAGE VILLAGE (N=135)

(utilizing means)


Elements of the Simulation
Of Very Great Importance 1
Of Great Importance 2
Of Some Importance 3
Of No Importance 4
Use of foreign currency
Foreign foods
Table customs/habits/manners
Elements of clothing (costumes, pins, buttons, berets)
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Customs procedures as simulation of entry into/exit from foreign country (including passport as identification)
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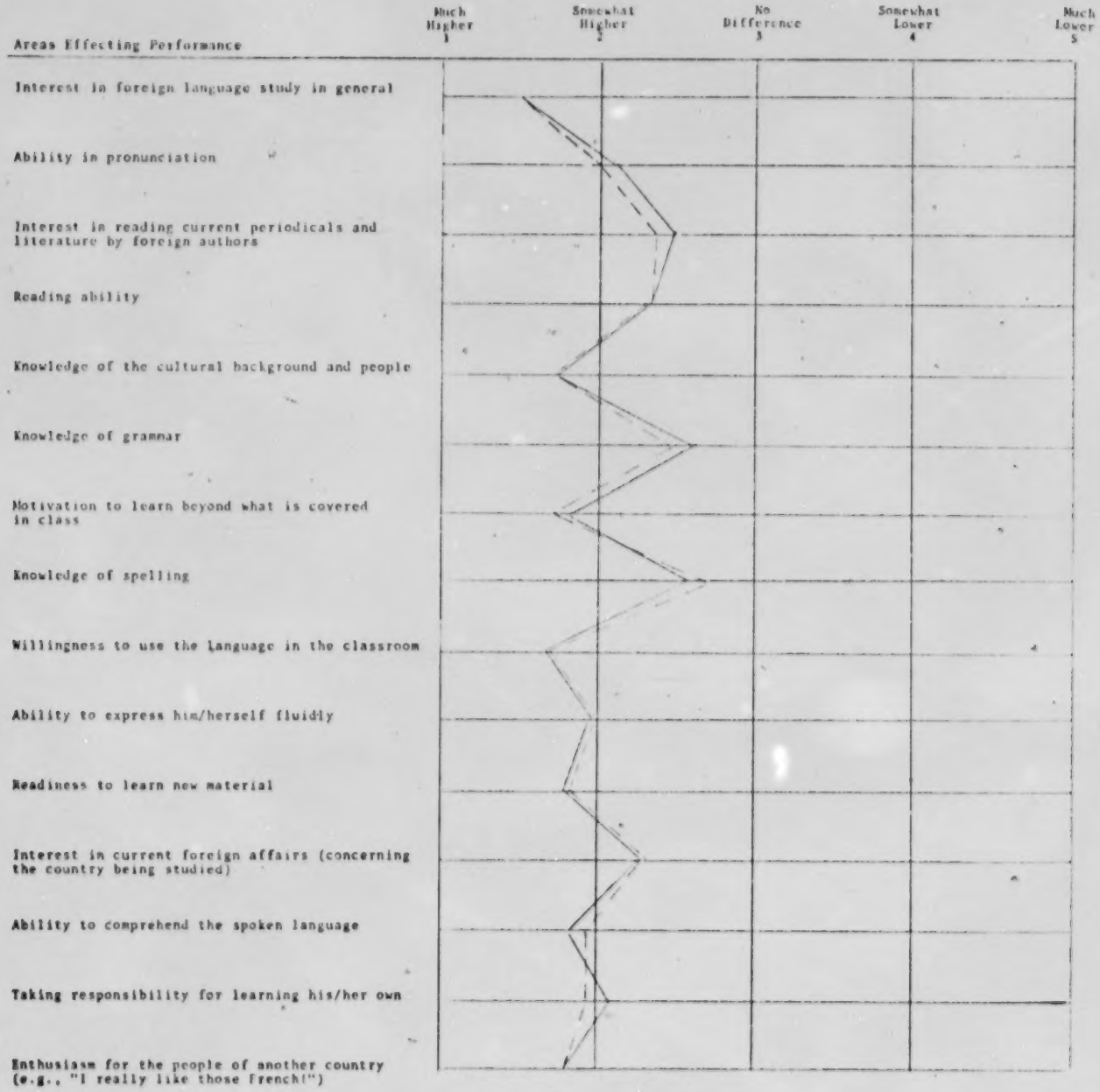
Being required to speak a foreign language in order to acquire necessities
Activities/games/sporting events conducted in a foreign language
Foreign gestures
Getting acquainted with people who are native to a foreign country
International Day
Observance of foreign festive occasions/holidays
Books and magazines in a foreign language
Imported candy/snacks/souvenirs
Evening programs in a foreign language (slides, movies, skits, stories)

Key: ——Mean all Languages (N=324)
– – –Mean French Teachers (N=135)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "AREAS EFFECTING PERFORMANCE" RESPONSES FOR THE FRENCH LANGUAGE VILLAGE (N=135)

(utilizing means)


Much Higher 1
Somewhat Higher 2
No Difference 3
Somewhat Lower 4
Much Lower 5
Areas Effecting Performance
Interest in foreign language study in general
Ability in pronunciation
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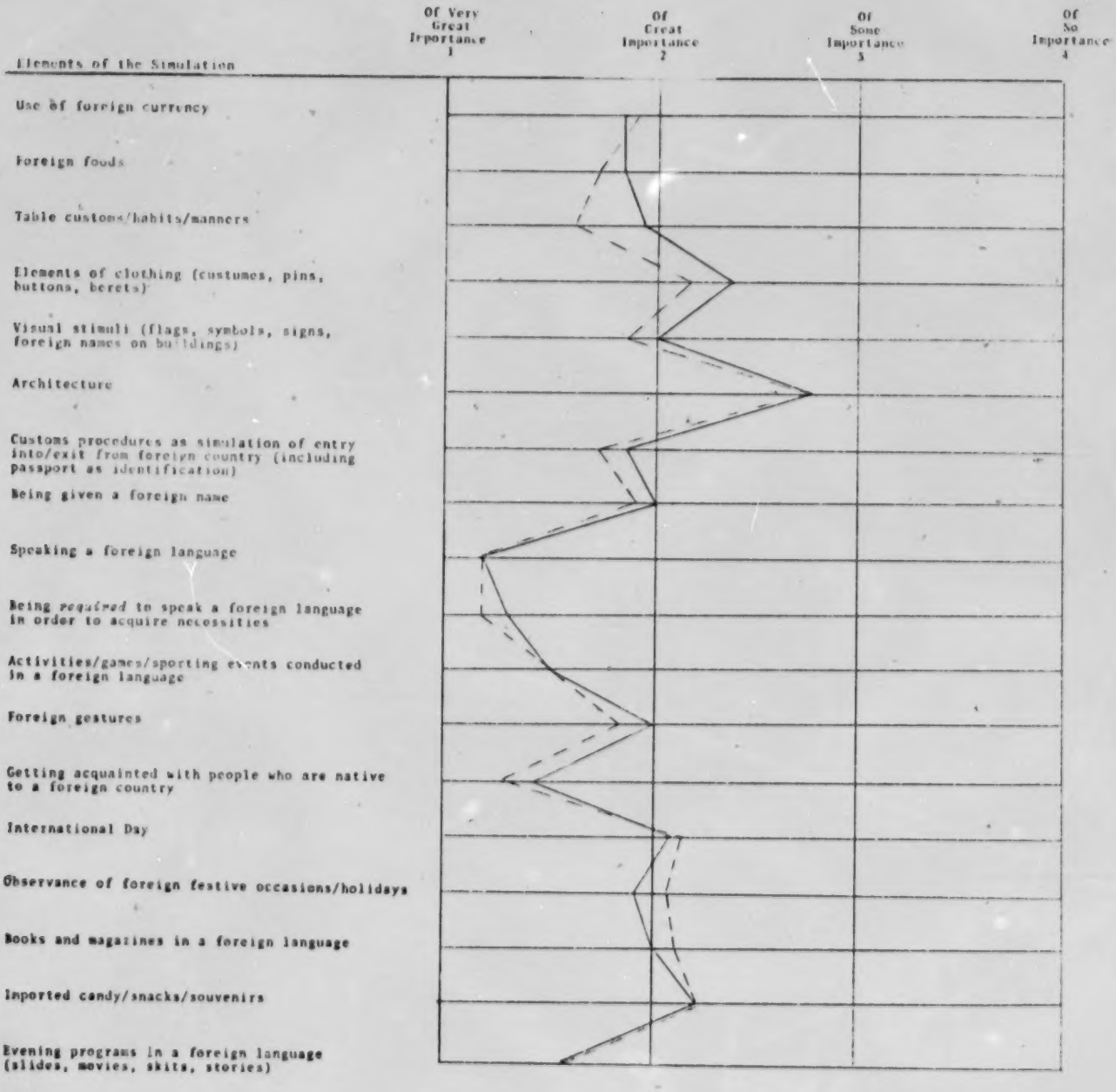
Willingness to use the language in the classroom
Ability to express him/herself fluidly
Readiness to learn new material
Interest in current foreign affairs (concerning the country being studied)
Ability to comprehend the spoken language
Taking responsibility for learning his/her own
Enthusiasm for the people of another country (e.g., "I really like those French!")
Key: ——— Mean all Languages (N 324)
– – – Mean French Teachers (N=135)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "ELEMENTS OF THE SIMULATION" RESPONSES FOR THE SPANISH LANGUAGE VILLAGE (N=107)

(utilizing means)


Of Very Great Importance 1
Of Great Importance 2
Of Some Importance 3
Of No Importance 4
Elements of the Simulation
Use of foreign currency
Foreign foods
Table customs/habits/manners
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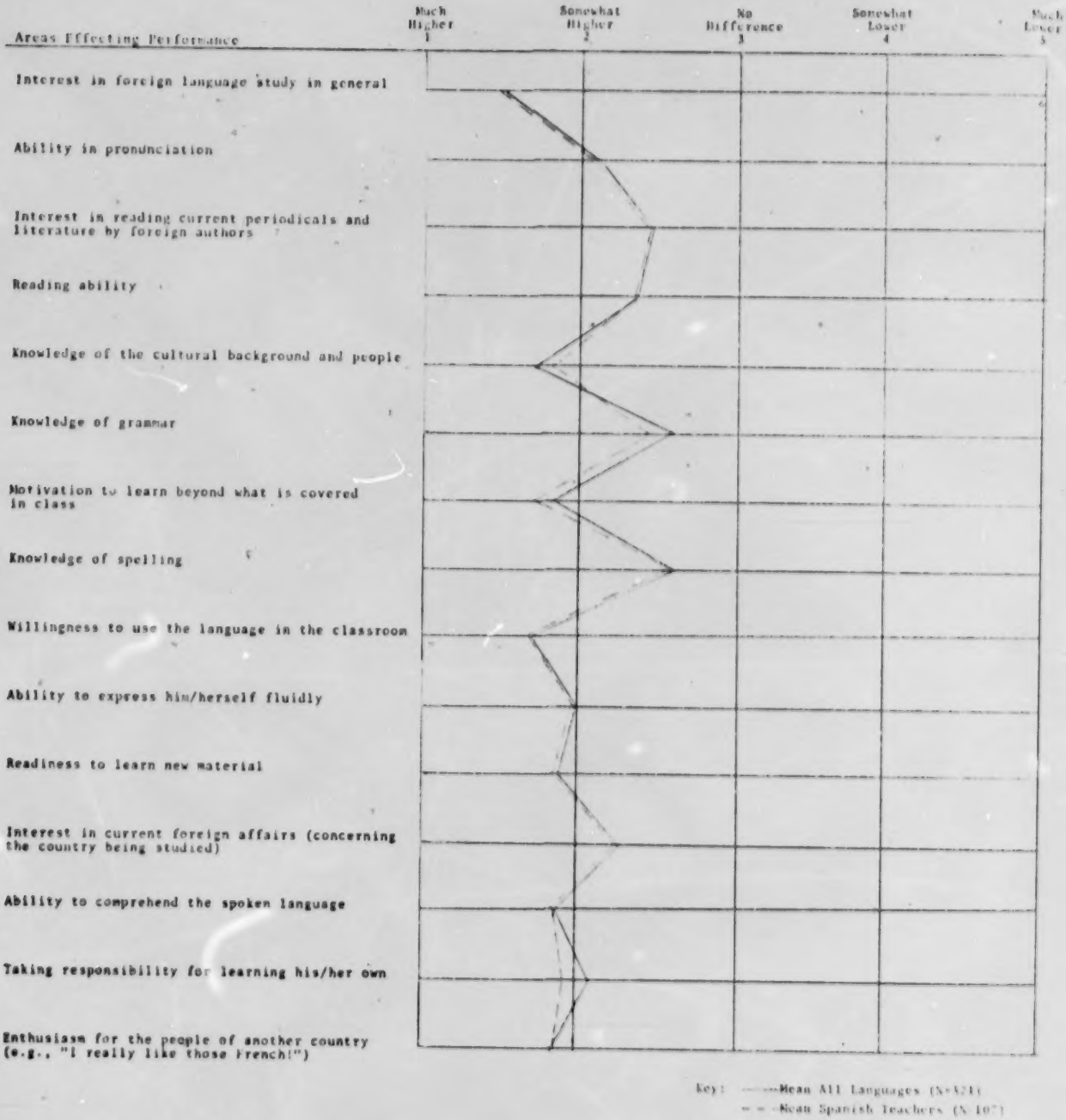
Foreign gestures
Getting acquainted with people who are native to a foreign country
International Day
Observance of foreign festive occasions/holidays
Books and magazines in a foreign language
Imported candy/snacks/souvenirs
Evening programs in a foreign language (slides, movies, skits, stories)
Key: ——— Mean All Languages (N=324)
– – – Mean Spanish Teachers (N=107)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "AREAS EFFECTING PERFORMANCE" RESPONSES FOR THE SPANISH LANGUAGE VILLAGE (N=107)

(utilizing means)


Much Higher 1
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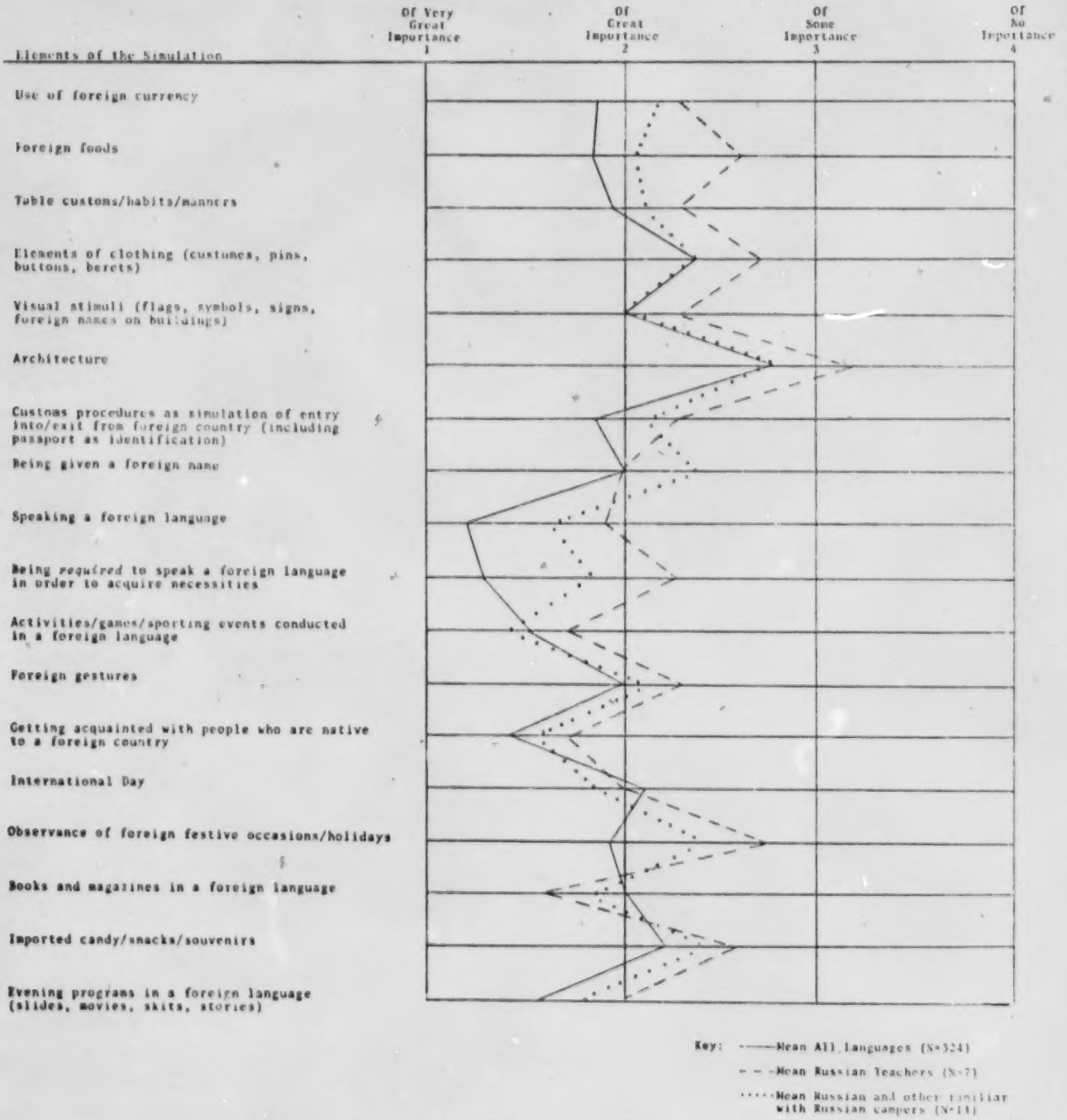
Motivation to learn beyond what is covered in class
Knowledge of spelling
Willingness to use the language in the classroom
Ability to express him/herself fluidly
Readiness to learn new material
Interest in current foreign affairs (concerning the country being studied)
Ability to comprehend the spoken language
Taking responsibility for learning his/her own
Enthusiasm for the people of another country (e.g., "I really like those French!")
Key: ——Mean All Languages (N=324)
– – Mean Spanish Teachers (N=107)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "ELEMENTS OF THE SIMULATION" RESPONSES FOR THE RUSSIAN LANGUAGE VILLAGE (N=7)

(utilizing means)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Of No Importance 4
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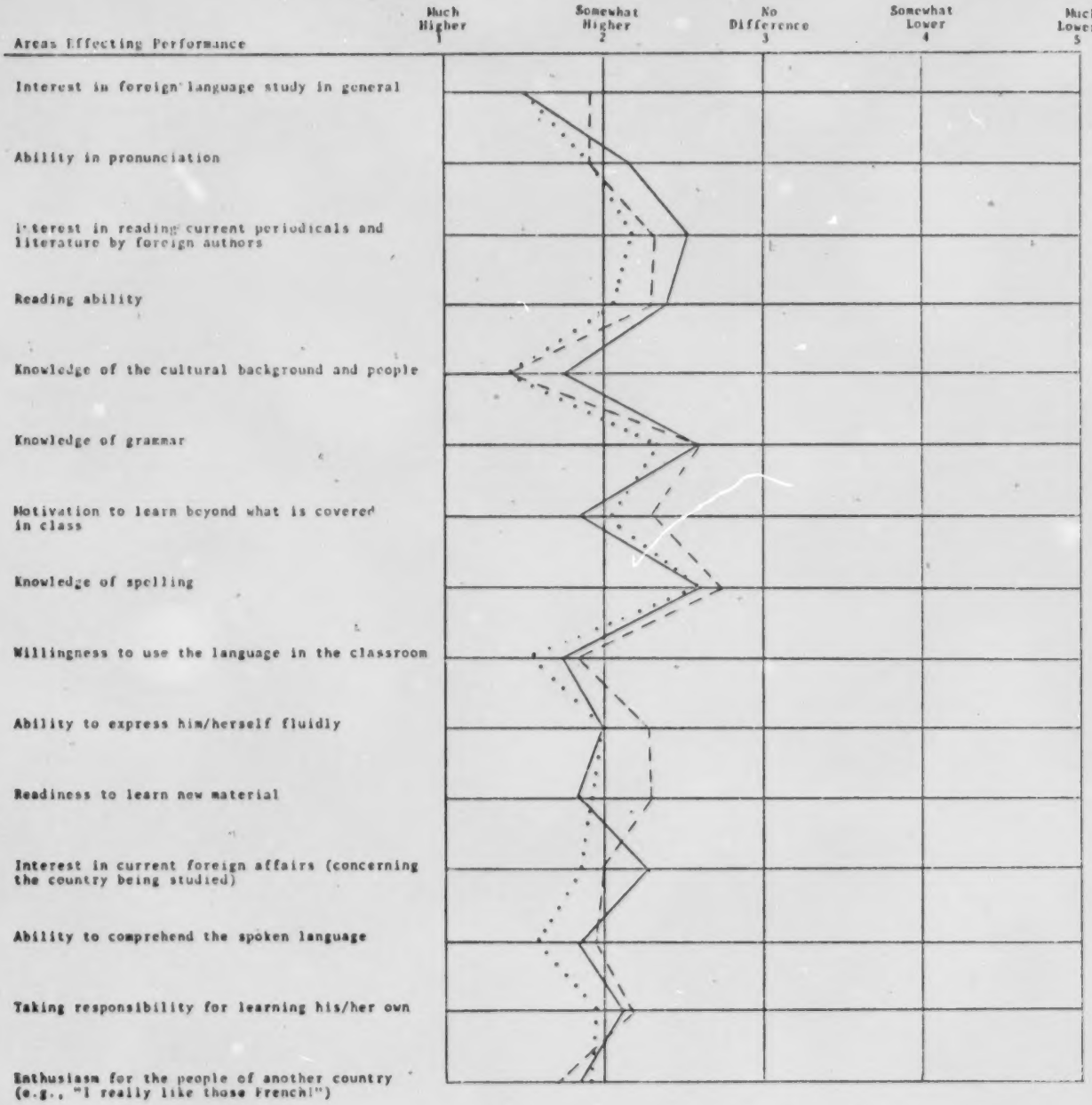
International Day
Observance of foreign festive occasions/holidays
Books and magazines in a foreign language
Imported candy/snacks/souvenirs
Evening programs in a foreign language (slides, movies, skits, stories)
Key: Mean All Languages (N=324)
Mean Russian Teachers (N=7)
Mean Russian and other familiar with Russian campers (N=11)

GRAPHIC DEPICTION COMPARING THE RESPONSES OF THE TOTAL TEACHER POPULATION (N=324) WITH THE "AREAS EFFECTING PERFORMANCE" RESPONSES FOR THE RUSSIAN LANGUAGE VILLAGE (N=7)

(utilizing means)


Much Higher 1
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Somewhat Lower 4
Much Lower 5
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Knowledge of spelling
Willingness to use the language in the classroom
Ability to express him/herself fluidly
Readiness to learn new material
Interest in current foreign affairs (concerning the country being studied)
Ability to comprehend the spoken language
Taking responsibility for learning his/her own
Enthusiasm for the people of another country (e.g., "I really like those French!")

Key: ——Mean [illegible] Languages (N=324)

– – –Mean Russian Teachers (N=7)

·····Mean Russian and others familiar with Russian campers (N=14)

C. Use of demographics for analysis

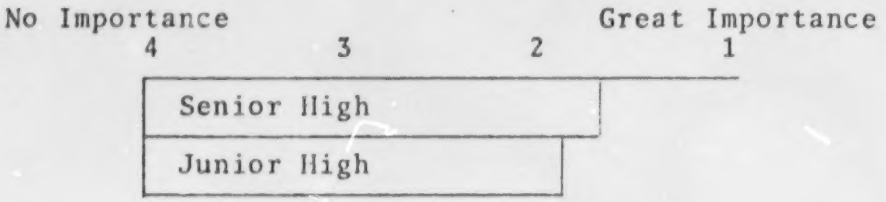
The reports on Parts I and II of the research instrument have been made, so far, 1) using the entire sample of teachers and 2) analyzing the data sorted by village. This last section analyzes the data using the additional variables included in the demographic section of the questionnaire (Part III), in order to determine how teachers from a variety of situations responded. This section will show, for example, how the data "speaks" at some points and says, "Well, the responses to individual items in the survey all depends on whether you are a junior high teacher or a senior high teacher!" Using each one of the demographic questions, all the items in Part I and II were examined to determine the relationships between particular local conditions and how people in those situations responded.

Initially, cross-tabulations and chi-square calculations were employed to establish where the most critical differences could be found. Data was then collapsed to suit the stronger t-test statistics. T-scores and probability scores are reported for each item for which there was statistically significant difference. Bar graphs and a narrative statement are also included to make the information most usable.

It should be noted that the information which follows is open to many interpretations, even though the statistical applications demonstrate clearly that on particular items teachers responded differently depending on such local conditions as the size of their schools, the grade they teach, or the level at which they teach foreign languages.

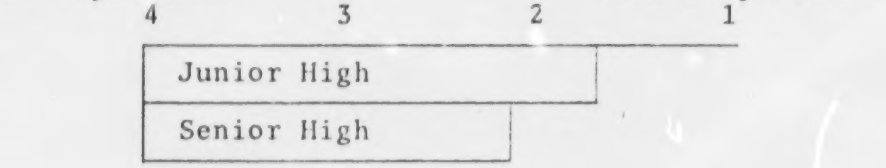
1. There is statistical evidence to suggest that importance of the following elements of the language village program depend on the grade levels at which the teachers teach:

   a. Use of foreign currency



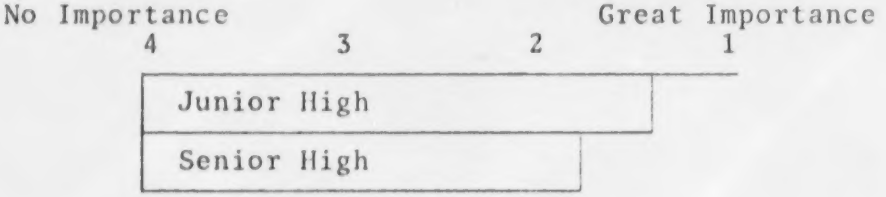
(X^2=15.982/PROB=0.0003)

   b. Being given a foreign name



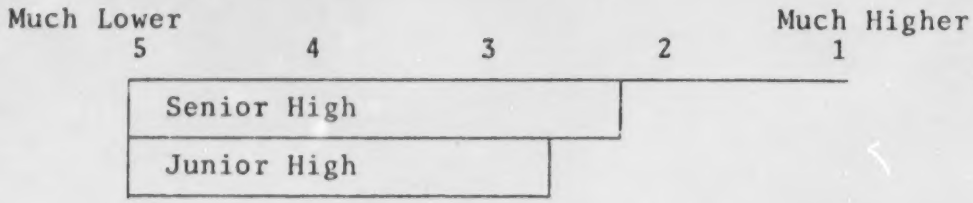
(X^2=11.952/PROB=0.0025)

   c. Activities/games/sporting events conducted in a foreign language



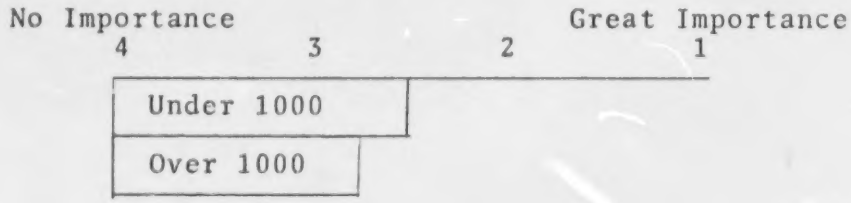
(X^2=6.808/PROB=0.0332)

d. Knowledge of grammar



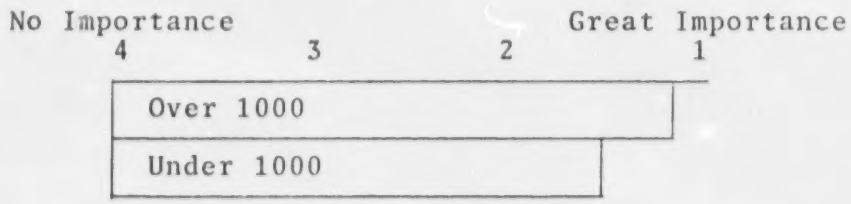
(X^2=7.707/PROB=0.0212)

2. Teachers report that architecture is statistically less important to villagers who come from schools of over 1000 students than villagers who come from schools of less than 1000 students.



(t=2.3768/PROB=0.0181)

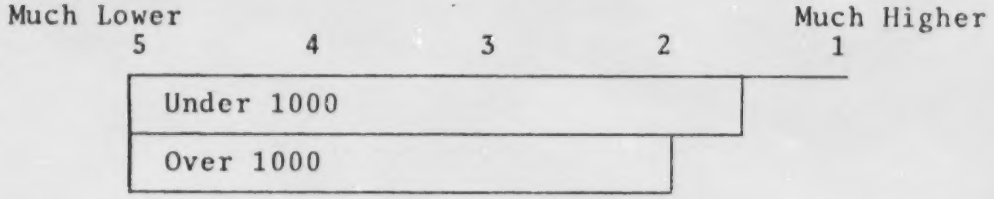
3. There is statistical evidence to suggest that speaking a foreign language is proportionately more important to villagers from schools of more than 1000 than to villagers from schools of less than 1000.



(t=3.2832/PROB=0.0010)

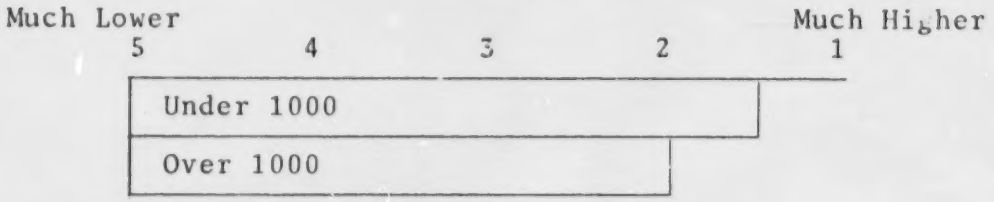
4. Teachers from schools of less than 1000 students report a proportionately stronger effect on the villager's performance in the classroom for each of the following areas:

a. Readiness to learn new materials



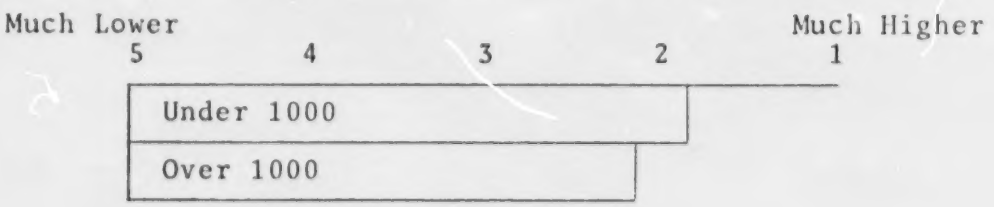
(t=2.2709/PROB=0.0239)

b. Ability to comprehend the spoken language



(t=2.0310/PROB=0.0432)

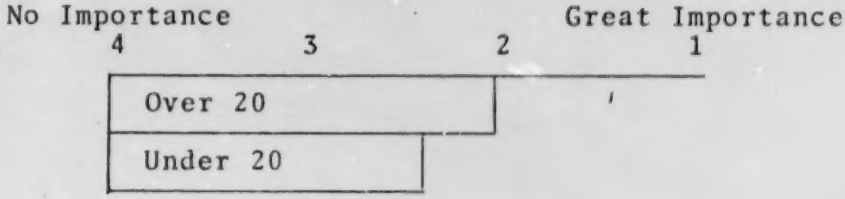
c. Taking responsibility for learning on own



(t=2.0952/PROB=0.0370)

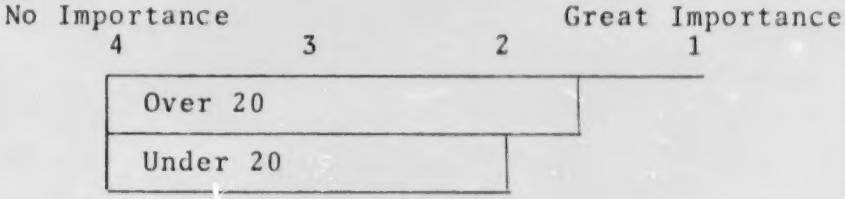
5. There is statistical evidence to claim that importance of the following elements of the simulation depend on the number of students in the classroom:

   a. Elements of clothing



(t=2.8467/PROB=0.0047)

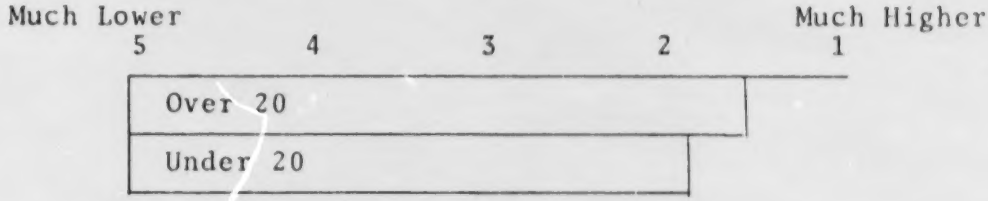
   b. Customs procedures as simulation of entry into/exit from foreign country



(t=2.0769/PROB=0.0385)

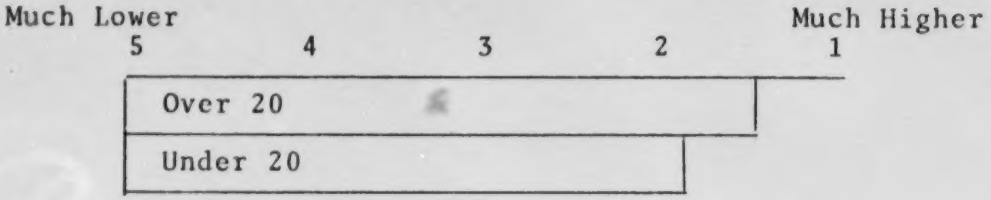
6. Teachers in classrooms of over 20 students report a proportionately stronger effect on students than teacher in classrooms of less than 20 students for each of the following items:

   a. Motivation to learn beyond what is covered in class



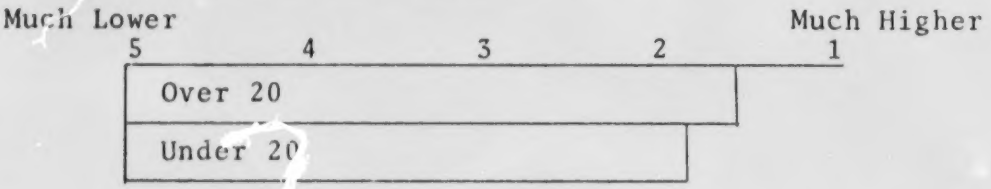
(t=2.1009/PROB=0.0364)

b. Willingness to use the language in the classroom



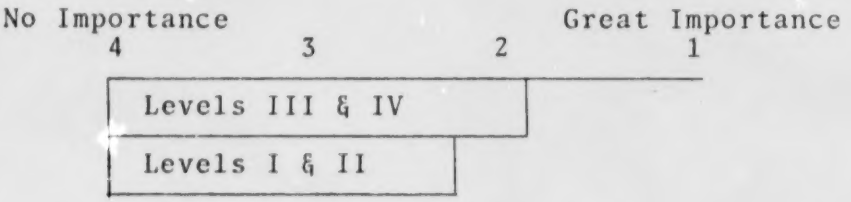
(t=2.7125/PROB=0.0070)

c. Comprehension of the language



(t=2.6763/PROB=0.0078)

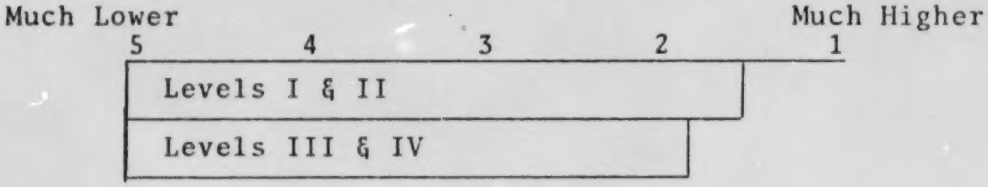
7. Teachers teaching levels III and IV report a proportionately stronger importance attached to books and magazines in a foreign language than do teachers of levels I and II.



(t= 2.4572/PROB=0.0149)

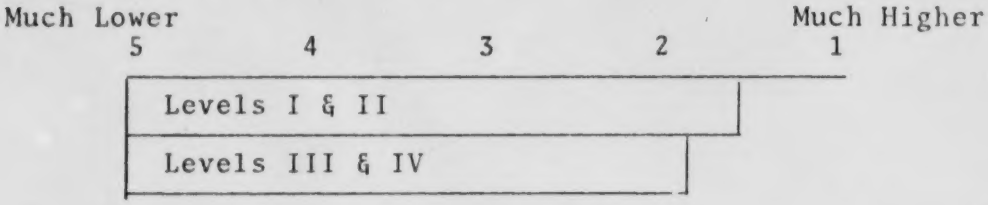
8. Teachers in Levels I and II report a proportionately stronger effect on the villager's classroom performance in the two following areas:

   a. Motivation to learn beyond what is covered in class



(t=2.4592/PROB=0.0148)

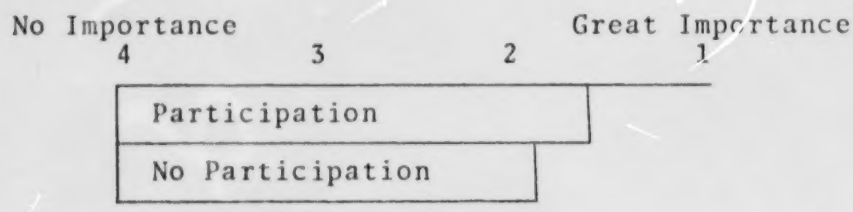
   b. Ability to comprehend the spoken language



(t=2.0522/PROB=0.0413)

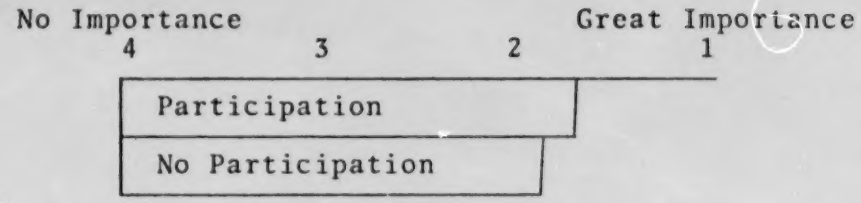
9. There is statistical evidence on which it can be claimed that teachers who take part in the village program in any way (e.g., attending with their students for a mini-weekend) respond proportionately higher than teachers who have never taken part with their students on each of the following items:

   a. Visual stimuli



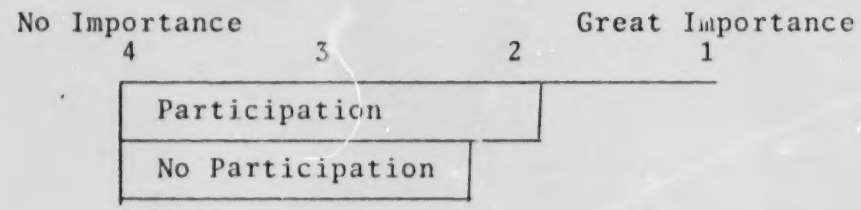
(t=2.1441/PROB=0.0328)

b. Customs procedures



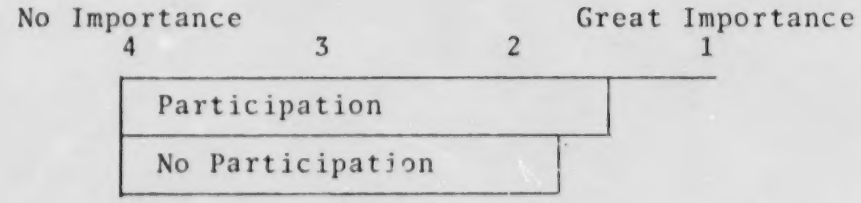
(t=2.4584/PROB=0.0145)

c. Being given a foreign name



(t=2.6446/PROB=0.0086)

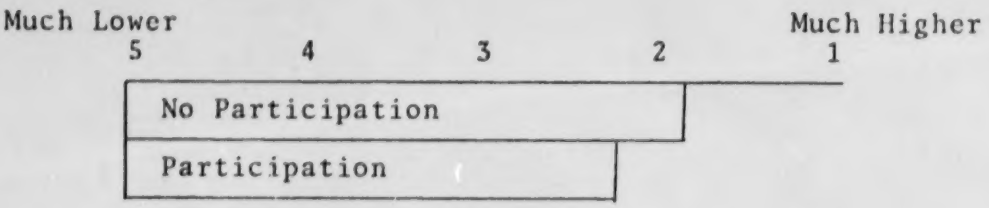
d. Programs



(t=2.4788/PROB=0.0137)

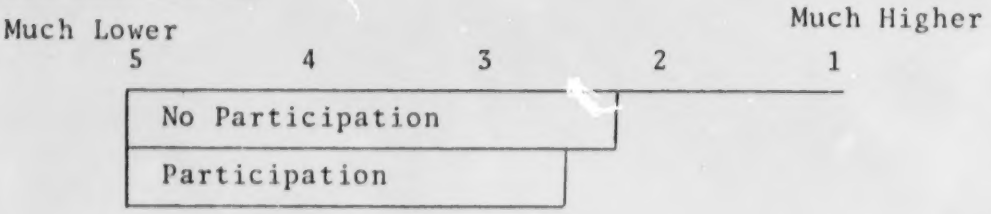
10. Teachers who have taken part with their students in the program respond proportionately lower than teachers who have not participated with their students for the following items:

a. Pronunciation



(t=2.6161/PROB=0.0093)

b. Reading ability



(t=2.7370/PROB=0.0066)

APPENDIX A

SURVEY OF PUBLIC SCHOOL TEACHERS

Concordia College Language Programs

Spring, 1977

Sample Instrument

SURVEY OF PUBLIC SCHOOL TEACHERS
Concordia College Language Villages
Spring, 1977

Part I

DIRECTIONS: Here is a list of some of the major elements in our Language Village simulations. Please indicate *how important* you have perceived each of these items to have been for those students who have attended the Language Village programs. *Circle one number* per item.

Elements of the Simulation		Of Very Great Importance	Of Great Importance	Of Some Importance	Of No Importance	No Opportunity To Observe
1.	Use of foreign currency	1	2	3	4	5
2.	Foreign foods	1	2	3	4	5
3.	Table customs/habits/manners	1	2	3	4	5
4.	Elements of clothing (costumes, pins, buttons, berets)	1	2	3	4	5
5.	Visual stimuli (flags, symbols, signs, foreign names on buildings)	1	2	3	4	5
6.	Architecture	1	2	3	4	5
7.	Customs procedures as simulation of entry into/exit from foreign country (including passport as indentification)	1	2	3	4	5
8.	Being given a foreign name	1	2	3	4	5
9.	Speaking a foreign language	1	2	3	4	5
10.	Being *required* to speak a foreign language in order to acquire necessities	1	2	3	4	5
11.	Activities/games/sporting events conducted in a foreign language	1	2	3	4	5
12.	Foreign gestures	1	2	3	4	5
13.	Getting acquainted with people who are native to a foreign country	1	2	3	4	5
14.	International Day	1	2	3	4	5
15.	Observance of foreign festive occasions/holidays	1	2	3	4	5
16.	Books and magazines in a foreign language	1	2	3	4	5
17.	Imported candy/snacks/souvenirs	1	2	3	4	5
18.	Evening programs in a foreign language (slides, movies, skits, stories)	1	2	3	4	5

Part II

DIRECTIONS: Listed here are several areas which effect classroom performance in learning a foreign language. Please use the following scales to compare students who have attended Language Village programs with those who have not. *Circle one number* for each item.

1. Much higher motivation/knowledge/skills than other students
2. Somewhat higher
3. No differences perceived
4. Somewhat lower
5. Much lower motivation/knowledge/skills than other students

Areas Effecting Performance	Much Higher	Somewhat Higher	No Difference	Somewhat Lower	Much Lower
1. Interest in foreign language study in general	1	2	3	4	5
2. Ability in pronunciation	1	2	3	4	5
3. Interest in reading current periodicals and literature by foreign authors	1	2	3	4	5
4. Reading ability	1	2	3	4	5
5. Knowledge of the cultural background and people	1	2	3	4	5
6. Knowledge of grammar	1	2	3	4	5
7. Motivation to learn beyond what is covered in class	1	2	3	4	5
8. Knowledge of spelling	1	2	3	4	5
9. Willingness to use the language in the classroom	1	2	3	4	5
10. Ability to express him/herself fluidly	1	2	3	4	5
11. Readiness to learn new material	1	2	3	4	5
12. Interest in current foreign affairs (concerning the country being studied	1	2	3	4	5
13. Ability to comprehend the spoken language	1	2	3	4	5
14. Taking responsibility for learning on his/her own	1	2	3	4	5
15. Enthusiasm for the people of another country (e.g., "I really like those French!"	1	2	3	4	5

Part III

1. What grade level(s) do you teach? (Check all that apply)

____ elementary (k-6)
____ junior high (7-9)
____ senior high (10-12)

2. What is the number of students in the school in which you teach?

____ under 100
____ 100 - 500
____ 501 - 1,000
____ 1,001 - 1,500
____ 1,501 - 2,000
____ over 2,000

3. What is the average size of your foreign language classes?

____ 1 - 4
____ 5 - 9
____ 10 - 14
____ 15 - 19
____ 20 - 24
____ 25 or over

4. Please indicate the language(s) you teach, the level(s) at which you teach each language, and the number of classes.

Language(s) Taught (check all that apply)	Levels Taught			
	I	II	III	IVor above
____ French	___	___	___	___
____ German	___	___	___	___
____ Norwegian	___	___	___	___
____ Swedish	___	___	___	___
____ Spanish	___	___	___	___
____ Russian	___	___	___	___
____ Other _____	___	___	___	___

For example:
Place the number of classes you have for each level.

I	II	III	IV
1	___	2	___

means that you have one class at level I and two at level III.

5. To the best of your knowledge, how many students would you estimate you have taught, who have participated in the following language villages?

Language Villages	1 - 5	6 - 10	11 - 15	16 - 20	21 - 25	over 25
____ French	___	___	___	___	___	___
____ German	___	___	___	___	___	___
____ Norwegian	___	___	___	___	___	___
____ Swedish	___	___	___	___	___	___
____ Spanish	___	___	___	___	___	___
____ Russian	___	___	___	___	___	___

6. In which of the following language village programs have your students participated? (Check all that apply)

____ one week
____ two weeks
____ credit
____ abroad
____ mini programs and weekends

7. Through what sources have you heard about the Concordia College Language Villages?

____ students from the villages
____ other language teachers
____ language village staff
____ brochures
____ parents
____ Concordia College staff
____ other _____

8. In general, from your experience, how would you rate the language village program?

Very Satisfactory — Very Unsatisfactory

1 2 3 4 5 6

9. Additional comments?

Appendix B

Elements of the Simulation

ITEM ANALYSIS: FREQUENCY OF EACH VALUE*, ITEM MEAN, AND STANDARD DEVIATION FOR ALL SUBJECTS (N=327)

Question No.	1	2	3	4	5	Mean	St. Dev.
1	118	125	68	1	15	1.8462	.7663
2	124	142	52		9	1.7736	.7098
3	122	130	54	2	12	1.8750	.8436
4	44	136	118	11	18	2.3107	.7563
5	109	147	56	3	11	1.8508	.7358
6	20	64	162	29	47	2.7273	.7461
7	131	112	65	7	11	1.8349	.8283
8	92	130	76	19	9	2.0694	.8760
9	269	45	9		3	1.1950	.4619
10	256	50	18		3	1.2654	.5541
11	184	109	24	1	8	1.5031	.6489
12	103	116	79	9	18	1.9805	.8438
13	226	72	22		6	1.3625	.6081
14	54	88	60	6	95	2.0865	.8119
15	77	120	62	1	56	1.9500	.7414
16	89	120	95	2	18	2.0327	.7927
17	84	104	118	7	14	2.1534	.8447
18	162	120	31	2	12	1.5968	.6907

*1=Of Very Great Importance; 2=Of Great Importance
3=Of Some Importance; 4=Of no Importance;
5=No Opportunity To Observe.

Appendix B

Areas Effecting Performance

ITEM ANALYSIS: FREQUENCY OF EACH VALUE*, ITEM MEAN, AND STANDARD DEVIATION FOR ALL SUBJECTS (N=327)

Question No.	1	2	3	4	5	Mean	St. Dev.
1	167	114	16			1.4916	.5991
2	56	169	70		1	2.0574	.6740
3	26	105	152	3	2	2.4792	.7031
4	31	112	147	2	1	2.4198	.7007
5	110	158	25		1	1.7211	.6430
6	23	91	177	3	2	2.5608	.6812
7	107	153	36			1.7601	.6535
8	15	77	195	3	1	2.6495	.6110
9	126	140	31	1		1.6879	.6666
10	57	181	54	2		2.0034	.6373
11	90	158	46		1	1.8610	.6883
12	46	122	120	2	1	2.2783	.7438
13	98	166	31			1.7729	.6221
14	54	150	85			2.1073	.6864
15	108	142	45			1.7864	.6889

*1=Of Very Great Importance; 2=Of Great Importance
3=Of Some Importance; 4=Of No Importance;
5=No Opportunity to Observe.

APPENDIX C

RESPONSES MADE BY TEACHERS TO AN INVITATION TO MAKE ADDITIONAL COMMENTS ABOUT THE LANGUAGE VILLAGE PROGRAM

LANGUAGE VILLAGE COMMENTS

I realize that this program is aimed at the kids, but it is unbelievable what I have learned through my association with the villages. Keep up the good work.

I only wish more students could participate in the program. One drawback for some students is the cost. Our foreign language club, however, is providing scholarships this year to whomever goes to camp. The scholarship program through C.C. is appreciated.

I am very much impressed with your work in the summer credit program. The weekends have been fun, but in recent years, high school kids have commented that they thought activities were a little juvenile.

Results differ greatly! All feel they had a good time. Some students are more motivated after the language camp experience. Others don't understand why classroom experience is not as much fun as the camp and they present afterwards a problem to the teacher who needs to present the structure of the language. I feel strongly Concordia ought to find a financial source which would make it possible to lower the overall costs for the camp, specifically for the weekends. Many more students would like to go but seem to be unable to finance it. Is there no way to get the community (businesses, banks, school districts, etc.) interested? At least 25% ought to be subsidized.

Keep up the good work.

It is a good way for a language student to be acquainted with a foreign language program before actually traveling to the designated country.

I sincerely hope that some of my students will soon be able to and choose to attend Concordia Summer Camp.

The language village program is in my opinion one of the most exciting and most successful things that happened to F.L. learning! Please treat my numbers with caution. I do not remember them too well. I do of course now meet students who participated in the programs and are prospective F.L. teachers. I did want to express my personal and professional enthusiasm about your programs, even though my specific information might not directly apply to your study.

Outstanding program! It compares to no other language learning experience except going to the country.

I have had only one student participate as far as I remember. This was several years ago. She was a very intelligent student. I had a hard time getting a scholarship for her yet she paid quite a bit. Her reaction was, "I don't think it was worth it." My students seem more interested in the program set up at St. John's, Collegeville. Several go to Germany with St. John's at Christmas time.

Most excellent program of its kind, terrific student motivator, all phases of program are well-done, this school year is the first we have participated--we plan to continue, students who return from weekends are very enthusiastic.

My students who have participated thoroughly enjoyed the program! Next fall we hope to bring a whole group of French students.

When we went to Managha to get out son after his first German language village experience of one week, he came running down the path to meet our car. From the urgency we thought he had some problem. We immediately stopped the car and rolled down the window. His first words after not seeing us for a week were, "Mom, I'm coming back here next year for two weeks!" He liked the camping experiences but was never that enthusiastic. He never asked to go back to any of the others.

Since my students save money for the French trip and since the interest is in the program overseas, we are sorry not to take part in your program.

I think your program may be excellent for the junior high levels. But just too cute and avaint for high school levels. I would encourage my students to rather travel to Québec for the same amount as your program.

Any chance of getting one started farther east. The distance is impossible for us. Thanks for your interest.

A separation of junior and senior high school students. On site or through specific restriction for particular weekend programs, would benefit the students. More mini-programs should be offered (the long distance barely warrants the short time in camp during weekend programs.) The proficiency of the student counselors should be more carefully checked and, possibly, the standards for qualification raised. Involvement of students from colleges and universities other than Concordia could help to solve this problem.

Great job in all aspects!!!

I look forward to the continued growth and excellence of this program.

The only negative comment I have gotten from students is that when they go a second time (or 3rd for some) to camp, the novelty has worn off and it is too much like a repeat of the first experience.

The fellowship (commradship) is terrific. The exposure to another culture is wonderful. It's great to see these kids involved in a foreign language, not just learning it, but living it!

I was disappointed with the amount of English that was spoken while my students and myself have been at the language village. Even some of the staff members refused to use French around the students because it was "difficult" to communicate. The students try hard and when others use French around them because it ways that they can do it. The activities planned were always appealing to the students and they enjoyed them immensely.

I wish it weren't so far away!

We have been very favorably impressed with the Concordia Language Villages. The program is excellent and our students enjoy it and are extremely motivated after returning.

Best next thing to being there!

I have only had two students participate, so I didn't feel I could completely answer your questions.

Excellent experience for students. I hope you never run into a funding problem. Students who return from the language village are always very highly motivated. The students experience things that, unfortunately, a formal classroom has a hard time providing.

I only wish there were a way we could tell in advance how "full" a week was so we wouldn't find ourselves eliminated at attending only because whole schools have booked certain weekends. If you encourage them too much and then find you're unable to go, your interest declines fantastically.

I have taught ten years. Five years ago, more of our students went to camp. To my knowledge they were better students because of camp--more eager, more interested, etc.

Very valuable experience for those attending.

Not in position to judge.

Adds alot to the enthusiasm of younger students. I have about 12-15 students a year who go to Germany. These students almost always always are students who attended camp back in the 8th grade and became more excited about the language because of it.

I believe the program to be very beneficial. Wish I knew some way to fire up students to participate. When we went several years ago, the students had a great time.

I think it is essential to bring all of the village up to a par with the Norwegian village as far as far as facilities are concerned.

Keep up the good work. I wish more students could afford to go.

While there is always room for improvement, I think you're doing a super job in generating and promoting foreign language study and enthusiasm. I would, however, especially like to see an improvement in the school bus transportation from Minneapolis.

It has been my experience, both times I attended with my students, the Concordia students were poorly prepared for some of the presentations. This has always been evident on the round of activities on Friday nights. They are enthusiastic young people and my students have always enjoyed their company, but they should be very sure of their vocabulary and pronunciation before teaching it.

The somewhat higher interest of language camp students may of course have been present before enrolling in the Concordia language camp, and might have been their reason for attending, but I have found that the experience they have had in your language program has been of permanent value and encouraged furthur language study at the college level. Several of the students have advanced to becoming counselors.

I have attended only one weekend so far, but I am certain it is the first of many. Students returned to the classroom with a real feeling of just why they are learning a foreign language. They used it in personal, practical situations--a concept that is sometimes difficult to simulate in one hour a day, 5 days a week classroom exposure. The entire weekend was supurbly run, with real effort made to provide a valuable learning experience for the kids. And, it was fun!

Absolument chouette! Keep it up--it's a great program and my students are still raving about it.

The more young people native to Spain and Latin America serving as counsellors the better my students like it. They are impressed with them personally and interested in what they learn from them. My students really liked the idea of earning money for using the language and the Saturday night auction at the last week-end we attended. These week-ends need something on-going like this to really be of value.

I think the language camp(s) idea is fantastic. I only wish there was more scholarship money available. I teach in a very low-income middle school where the interest in foreign language learning is quite high, believe it or not! Your camp is really added incentive for these kids.

I have never had the pleasure of participating in the Concordia Language Camps, nor have any of my students attended while they were under my tutelage. Some have attended in previous years, though, and they have all returned with growing accounts about how much fun it was and how much they learned. They all seemed to have gained greatly and certainly developed a great deal of enthusiasm for both Concordia and the second language.

May your success grow!

You should make your big promotion to Jr. High kids, because unless a Sr. High student has been "hooked" by the program when younger, there's a very little chance of getting him interested later (in high school)

The summer program is terrific. I was disappointed in the mini-weekend as it was geared to an elementary level of German and my students were hoping for a more advanced language-learning experience.

I wish it were closer! Then more of my students could attend.

Spanish architecture would help to add authenticity to Spanish weekends, I would like to see more of this (item 10, part 1) I realize with so many students participating it is hard to always control the situation.

I have a dream of setting up a German Language Village in the Black Hills. The distance prevents us from traveling to Bemidji, though I believe it is an extremely valuable experience. I was greatly impressed with the week-end experience I had there.

We have attended one weekend program and we are already planning on attending the mini-week program next year. We enjoyed the program, but I wish there had been even more emphasis on speaking Spanish.

The age span was too great! Junior and senior high camps should be held seperately, not together.

Students think it's too expensive. We need to prove to them that it's worth the price, or lower the price. My older students (15,16,17) seem to think it has nothing to offer them.

Excellent program. I wish more of my students could attend. Terrific motivation for students, reaches all of them.

I think the program is an excellent one. I'm a little skeptical about the credit courses, which I feel may vary in quality from alnguage to language, camp to camp and staff to staff. I feel your programs are unique and I congratulate you and your staff on the effort, energy and creativeness which go into them.

The majority of our students attend the spring weekend in French and Spanish. Our enrollment every year has been steadily increasing and so has the attendance at the Language Village. This year April 29 weekend there are 49 students attending from Frances M. Gram Junior High. It is something students look forward to all year long.

A standard question of mine to participants in the two week summer program is "Did you really have to use German (some at least) or could you get by without using it at all?" Their answer has always been"you're supposed to, but you don't have to." I think it might be asking too much to have two solid weeks of only the foreign language, but I think that periods of 1-2 hours daily with no English should be done. Another question is, "Is the food good and do you get enough?" The answer is always yes. That must be why the cost of the camp keeps going up so much!

The majority of my students have a special feeling about French, but those who have attended French language camp really "love" France and all things French. I recommend your camp highly, and each year a few more students take advantage of it.

The distance is quite considerable. If an effort were made to organize a bus or so from the Duluth area, it might work well. Concentrated area recruitment for a given week or weekend might be worth trying.

It's a great service--next best thing to "really going!"

From what I've gathered it's great.

Most senior high students aren't interested in camps.

Keep up the good work!

Do you have a slide presentation to show students what the program is like?

The best thing that ever happened to languages. . .best of luck!

I think we would have been more impressed with the staff had we not chosen the weekend of fall break or whatever. The staff was very young and did not particularly handle problems. I was told the "more regular" staff was older individuals who were on break. Have you ever considered another campus location? I think you would get alot of South Dakota support if the drive wasn't so far. How about 1 weekend at a western branch?

Any participation in foreign language activities is certainly helpful and beneficial to students.

There seems to be quite a bit of interest in the overseas trips. Maybe additional sections might be scheduled.

The only problem we had was bringing 8th graders to a weekend of mostly high school students. They were the youngest and knew the least. Since our first experience I would be more able to prepare my students so they didn't feel "dumb". I can teach them the songs, camp phrases, etc., ahead of time so that they have more confidence and can participate more. My students thoroughly enjoyed themselves however. I think your camp is a marvelous place! I wish it were close to us instead of 12 hours away!

I highly endorse the Language Village programs as a motivation to language learning and as an extension of the classroom in which students can discover that the language training they have gained really works in practical situations. It is also the best means for students to gain an understanding of a foreign culture and people. Interaction on a personal level is one of the most vital parts of the Language Village accomplishments.

At our last weekend experience, too much seemed to go on in English. Some sports (fencing)were taught in English and students were not required to speak "only French" at meals. My kids were not rewarded for speaking as much French as possible this time compared to a previous weekend I was there (in 1973) when kids were given paper "francs" to reward them for speaking and using their French to counselors. It was fun but should have been more "en francais!" Thanks...

The reason for my statement in #8, was that we did the very same thing for both times, and as you know one is longer than the other and hence very dull and boring and a waste of money. (She stated that the weekend experience was 1=very satisfactory, and the mini-week was 6=very unsatisfactory)

The four years I have been working with the language villages, the consistent result I have observed is the degree of enthusiasm campers have at the end of their session. It has always been high, the students interest in the language and cultural either sparked or renewed.

Keep up the good work! Motivation of students who have attended your camps is great!

Our staff has been trying for years to interest our students in your program. They come from too provincial a community. It seems too many feel they have done in ultimate when they can say they vacationed in Florida.

The excellent staff really made the Spanish weekends super.

I feel you need more programs geared for only Sr. High students. They don't like to mix with the Jr. High. Also, the cost seems to deter many of them. I would also like to see a one week elementary program started.

Our Spanish weekend was lacking in organization. Language could be a little more demanded.

All experiences at Concordia Language Village, eith my own or my students', have been very positive, both at the time of participation and in the long range effect of the program.

My students have always returned with great enthusiasm. They have also told me that they would like to come back to school so they could attend the Spanish camp again. I wish the word camp could be changed to workshop or some other appropriate word, as we have great difficulty getting our superintendent to go along with the mini-program as he feels camps are outside school jurisdiction. He relates sports camps, music camps, etc., to it.

A great program. Good luck on maintaining it!

We attended a German mini-weekend in December. My students were all considerably older than anyone else in attendance (most were high school juniors and seniors vs. 8th and 9th graders) and they were somewhat disappointed about not meeting anyone their own age. Can this be remedied?

The March 1977 German mini-week directed by C. Pescola was excellent--#1. Previous mini-weeks ranked from average to good. Week-ends directed by Wm. Schleppergrell are always excellent.

Keep up the good work!

Much of the material asked on this questionnaire is covered in class. The students learn a large number of songs which is good. Those who study abroad have a somewhat higher motivational level, but no noticeable difference in those who just attended the 2 week program.

Regret that it is located so far north as it makes an extremely long trip for a weekend (from Madison, WI area). Students <u>really</u> enjoy the experience!

Thank you for your good work courage!

Excellent program!! Does in a short time what is accomplished in many objectives in a year course.!

While I have suggested to class members that they should consider attending your language village, none seem overly interested in any sort of summer camp. Maybe this year will be different.

I was impressed with the program and hope to return soon.

While attending the Concordia Language Village has not turned my students into fluent speakers of French, or greatly improved their ability to understand spoken French (French is always spoken in class anyway), the young people from Great Falls High who have been lucky enough to attend the Village's sessions have come back with something special to share--a "spirit" for language and language learning in general. They have returned to say that they want to work harder, that they can't possibly be assigned too much "work"! They love to tell others about their culture lessons and activities (Quebec, International Day, etc.,) They inspired our French Club to work to send at least one student to camp each year and now our school's Spanish Club has joined the movement too. It is work, because the school is in an area of many low-income families. In the last 2 or 3 years, our enrollment has doubled and more, and we are finally getting a French-Spanish teacher to help. Certainly, there are many reasons for the rise in language enrollment, but I feel that the "spirit" our Concordia campers have spread around has helped. The language village offers a unique experience, and once students attend, they are dedicated fans of yours. I am proud that a former student will be working as a counselor this summer, and I sincerely hope you'll keep doing the fantastic job you've done! Thank you for the chance to comment and best wishes for a successful summer session.

Distance is a problem for our group. We had several who wanted to attend weekends this year, but we couldn't get transportation. Is there any way to help groups get together to charter buses?

An outstanding program, which highly motivates students and greatly improves their language skills and positive attitudes toward other people.

There is student and teacher interest above what may be indicated by attendance. The distance is the biggest prohibiting factor in discouraging participation.

Having native speakers does not suffice unless those people are well-organized use proper grammar themselves and are highly motivated. My experiences have been positive, but I know some people have complained about lack of organization on the part of native personnel, as well as sub-standard Spanish being spoken and displayed.

I wish Wisconsin had a similar program.

I did not respond to the survey because I have not had any students participate. I would like to, but although the camp costs are reasonable, time and expense involved in transportation, especially for the mini-weekends, are not.

My students enjoy the Spanish weekends very much. The camp format has been very exciting to the students. One area to improve

upon would be the insistance of speaking Spanish at all times (in the cabins, etc.)

I was very impressed with the teacher's weekend in October 1975 and am certain you've made improvements. The concept of the language village program is excellent. My student teachers are always given a copy of your newspaper and a brochure on it. I myself would be interested in acting as a counselor (staff member); are there any openings?

Camp is a wonderful stimulus to language learning. The only criticism my students had wa 1) they were thrown in with children of all levels and would have preferred a senior high a junior high level. 2) They would have liked to have spoken French at all times and felt some participants were rather blasé about this and scarcely used the language. Otherwise they love the camp and were most enthusiastic about it.

Super!

Overall the experience was absolutely inspiring. The spirit of learning was enhanced 1000-fold and courses taught were relevant and well-taught. We did have, however, some difficulty in terms of behavior on the part of our students (only a couple) who decided to take advantage of the situation when I was requested to be at a staff meeting and evidently their young camp cabin chaperone was not in the cabin with them. Yet overall, the facility and activities were wonderful!

I feel that the experiences were worth the time and expense and that they did create a new enthusiasm. For us, the camp is really too far away for a mini-weekend session. If this were not so, we would participate more often. I think it is difficult for American students to get the feeling of a foreign language and to acquire the gestures and customs without such experiences and without such opportunities it is difficult to gain confidence in their speaking abilities.

Wish you were closer to Iowa!

In this question I have given what I normally teach. This year I am on a leave of absence and teaching college. As it has been a while, I don't feel qualified to answer page two. Besides, I feel it is hard to answer as I had a variety go and most displayed the same ability and motivation as before.

I think it is a good program. Wish it weren't so far that our transportation costs make it too expensive to attend.

The next best thing to being in the foreign country! An outstanding experience for all involved!

Many 8th graders have gone to camp over the summer and then go on to South High and another teacher, making it difficult for me to analyze reactions and behavioral change.

Why do you keep sending the Latin teacher all of your materials when you do not offer programs for Classics? Is there is possibility for the expansion of your programs to include Classics?

Very well-planned and stimulating educational experience!

Since my experience with your program is so limited, I find it difficult to apply a rating as above. It does seem, however, that you have a very fine program.

I would be interested in becoming a staff member.

Based on my experience 2-3 years ago.

I regret that I have had no students attend, although I have heard many wonderful things about the program. It is a bit far for my students, especially during the year. As strange as it seems, our administration is discouraging trips during school year, regardless of how "educational." I do believe the concept is an excellent one and if it were held in an area closer to our location (I) would actively support it.

We like what you're doing!!

It is too far to travel for one weekend. We never have enough students to fill a bus. Transportation would be too expensive (it is about a 12 hour ride one way!). It is an excellent program!

Does not apply, Classics instructor.

Excellent program, wish more could attend (high ability level, middle ability level, lower abilility level)

The weekends are expensive when they only get one full day. I would regularly send kids if the buses left earlier, like by noon on Friday and then start the return trip after lunch (around 2:00) on Sunday so they would have more than just packing up after breakfast.

There has been some dissatisfaction with the quality of the bicycles. These may be isolated instances.

You could perhaps stimulate interest in foreign languages if you were to send an organized committee (advertising, soliciting) to various schools at various levels to explain your programs and to promote your programs. I'm sure that if more students attended Concordia, more students would be interested in languages.

I only wish you were closer, so that we could participate in more of your programs. I would like a brochure showing dates and prices of your mini-programs and weekends for next fall and spring. I'm considering taking a group.

It's the best experience a student of a foreign language can have, short of going to a foreign country! Great for the counselor/teacher, too!

My experiences with the Language Village have been through one granddaughter who attended Skogfjorden through Sons of Norway and one French student, a ninth grader, who then went on to high school where I had no opportunity to see how she performed after her language experience at your camp, so my responses to parts I and II are second hand rather than first hand. However, I have high regard for the source.

From what I have seen and heard of the programs, the Language Village experience is as near to traveling in the foreign country as possible. The only thing better would be to actually visit the country! I've been very impressed with the whole program.

An excellent program; highly organized--a must! Students' time is kept filled, a fact which they actually appreciate.

How come you don't ask questions about how the camps are run (directors, deans, counselors, facilities, credit course) and preparation or/and orientation workshops for those who are going to participate in a given program?

Extended classroom sessions are boring, and perhaps the worst way to learn the language. Your emphasis on activities in the target language is great. Some of the folk emphasis (Norway of 100 years ago), while quaint, is misleading, although it pleases the grandparents of campers. You deserve high marks. My children enjoyed the camp very much. But we're not going any more.

I attended a French weekend and a German mini-week. The mini-week was very well organized (March 24-27) and very rewarding. The French weekend (March 18-20) seemed less organized and too many things were stuck into 1 and a half days. The activities were not well staffed.

An exciting and unique camping experience!

I feel the weekend programs are very motivating for the students who can afford to attend.

You provide excellent opportunities for our students. We are fortunate to have such facilities in Minnesota!

More students from our school(s) would participate, but the trip is quite long for a mini-weekend, and most work during the summer.

Because of the distance and cost, not too many of our students are interested. Something like this in Denver would suit our needs a little more.

I attended the Spanish mini-week and out of 39 students, everyone said they would return to camp. We hope you continue the mini-week, because we live too far away to come for a weekend.

The three students who helped me complete this survey are still excited about the experience two years later. So it must be very worthwhile!

More scholarships should be available in Russian because it is such a minority language.

While I am, at this time, not teaching foreign language, but rather SLBP classes in a camp for juvenile delinquents, I taught German and Norwegian for the past 12 years. I have seen nothing but good results from the Concordia Language Villages. I wish I were able to work more with it and the type of student which the programs build. Keep up the good work!

Do you need any more teachers for next year mini-programs and weekends? I'll be on leave and looking for short term involvements! (Barb Rand) Great programs!

It would be nice if you granted scholarships to deserving students.

A wonderful opportunity for young people. One of my students also took the bicycle trip through La Bretagne, though she is an average student, her enjoyment of the language and people was clearly enhanced immensely by her experiences.

I feel unqualified to evaluate the Language Camp because my contact is indirect and inadequate. I would be reluctant to have this evaluation included in a conclusive summary of the quality of the Concordia Language Camp.

I feel we foreign language teachers in Minnesota are very fortunate to be able to offer this "extended" classroom opportunity to our students. I feel the availability of camp and our students' stories about the good time they have had there helps keep our FL program alive and thriving.

Separate by the age groups, keep up the good work.

Keep it up!

Your staff really has to be commended for "turning on" the campers to foreign languages. I only wish I could send more of my students!

Unfortunately, it is too difficult to reach your summer camp from our area for Jr. High students.

Although teaching a foreign language has ceased to be my profession, I think the Language Village program is the best thing that ever happened to the mid-west region, not Minnesota alone. You have my support. I wish you luck and success and hope you can expand.

I think you are doing an excellent job.

My students want to be kept informed of summer programs and also of French weekends next year (even though they will be at Hamilton Sr. High at that time.)

I'm not terribly enthusiastic about the credit program, since, in my experience, it has caused several students to drop my year-round program feeling they have met their own requirements for necessary language study. Rather than bolstering my program, as I'm sure it's designed to do, it has invited students to pick up a credit during the summer, choose another elective or a study hall during the regular school year and, thus, lessened participation in my program. Help!

Our only experience with your school is one transfer students who came to us with 2 years credit via your language village program. The Spanish teacher was very much impressed with his background as he went into Spanish III.

Interesting program, however, students that attended two consecutive years often were bored with the similarity between the programs each year.

A few years ago one of my very sharp students went to your Village for two weeks. Her only reaction was that those in attendance were too young for her, that they spoke more English than Spanish, that the 2 weeks experience is of little value to students of advanced level, the longer experience was too expensive but perhaps of greater value.

I think it's very motivational.

I found the weekend camps very enjoyable, but I would have liked to see more emphasis on speaking French in conversational situations outside of obtaining necessities. The first weekend there were "false-francs" given out, and I believe that helped as motivation. Has anything else been tried? The students who have gone have all been pleased and excited by the experience which included Norwegian and Russian summer camps, 3 French weekends and the summer Bicycling in Bretagne program.

Students have reported mainly of the good times and good food more than the cultural experience they have had. They enjoyed their stay but I wonder of the real value when the cost continues to soar. This year we are agin touring Mexico at a cost not too far removed from that of attending your camp. Charters are miracles!

It's a marvelous experience.

I would like to see some student accountability, i.e. a log or diary and read out last in the evening, before counselors, and cabin mates. On the two occasions when I have attended, too many students have been at loose ends during nonstructured time. A heavier emphasis on direct participation in language and cultural activities would be desirable. A soccer game is too easy an out for not having enough variety to accomodate all students in an activity or not anough variety to cover the student;s interests range.

I have heard only positive comments and have seen worthwhile results. Four students will travel abroad with your group this summer, '77.

The Montana French camp was great. I'm sorry to see that it's no longer in operation.

The students that I have had participate in the mini-weeks have all remarked about how they enjoyed the natives of the country. French in our case, also the food. We raise money through a country sale and sign up for working in concessions for various sports activities which helps defray the cost per student who wishes to go for the mini-week. This seems to work well for us. I do think, however, that the spoken word should be stressed to the utmost. Here I realize there is difficulty when there are 4 levels there at the same time. I don't know how this could be resolved as you must have a certain number and one doesn't wish frighten the level ones.

Keep it going!

While the program is most satisfactory, it could be improved by reducing the amount of unstructured time given the mini-week and weekend participants. There is too much opportunity to get away from the counselors and speak English. The idea of a special weekend for senior high students was great. There is really too much age and interest variation between seventh and tenth graders. Can't wait until the real Lager Waldsee is in operation! The plans look beautiful!

Have the sharp edges in the bunk beds (underneath) covered! Aha!

Generally the mini-weeks and weekends have been well run. Students have been very enthusiastic. The weekend of April 29-May 1 was an exception since there were not enough Concordia College students present. Carin Nordby did an excellent job of pulling it off, but I was a little concerned at first. It would probably be wiser not to plan a weekend camp over break. If the camp had not gone well, there would have been alot of bad publicity for the camp. Too risky.

The students (2) who went to Concordia in the summer shared very little and their academic performance or ability to converse more fluently was not apparent on a day to day basis. Since they put forth relatively little effort I cannot fairly evaluate the effects of your program. What I have read about it would indicate that it is an excellent experience for willing students.

Good motivational program! Well-founded!

Perhaps it is not wise to judge the Village by my visit since my stay was only for one weekend. I found it most discouraging to hear very little Spanish being spoken by the college students. They were more interested in skiing than trying out the foreign language.

We will try to form a group of F.L. students and teachers to participate in your 1977-1978 spring programs.

Your brochures have always looked very inviting to me. I would judge your village programs to be very worthwhile and rewarding. However, since my language is Latin I have never had students participate. Also, I did not think that you would need my comments.

Because my students start their learning at 10th grade level, somewhat later than some schools, they might feel the program is somewhat more oriented to younger students. A program for older students might be of interest; however, I realize these students as a group are less likely to attend a camp of this type.

Language camp is too far away.

An excellent experience! Three of my French students will be going for one week this summer. I would like to have many more go.

Lend someone to speak to the students about your programs!

Based on my experience 2-3 years ago.

I was very disappointed in not being able to attend this spring with my ninth grade students. It seemed the communication was not handled very well. One notice I received stated there were still openings, so I answered stating I had people ready to come April 29th and requested information as to the deadline for down payments. Then I heard nothing until three weeks later when I was informed all sessions were already filled. Since this was the last time we were to be allowed to go, I regret having missed the experience for my students. Our superintendent is no longer permitting trips of such length for junior high students.

The enthusiasm that the students have come back with is fantastic! Another plus is their willingness to use the language, in spite of grammatical errors, they are communicating! Keep up the good work!

I'd like to see the students forced to speak more French (always a problem) and come home with current songs. On the whole, your program is excellent; I only wish it were closer to us and easier to get to.

The enthusiasm shown at the camp was terrific! It was very catchy and helped make my time and the student's time there very profitable and fun!

In general, all my students who have had a "language village experience" are enthusiastic and inquisitive students.

Some of your students end up in college, others move to positions as counsellors and instructors. How valid our response may be for your purpose, I do not know, but rest assured that we are happy that you exist. Whether your students end up in our classes, or our students end up in your program as counsellors, or as instructors, we feel that you do exceedingly well by us.

I am disappointed that the same weekends year after year are chosen for the mini-weekends. While it is great to be sure of the exact weekend, but here in North Dakota, Spanish State convention is held during the same weekend, teacher's convention another, state hockey another and Prom weekend another. I sure would appreciate your rotating the weekends.

My students have only participated in weekends, so there is little perceptible difference between them and non-participants.

I regret that I had no students attend, although I have heard many wonderful things about the program. It is a bit far for my students, especially during the year. As strange as it seems, our administration is discouraging "trips" during school year, regardless of how"educational". I do believe the concept is an excellent one and if it were held in an area closer to our location, would actively support it.